

# Indianapolis Metropolitan Career Academy #2

Charter School Proposal

**Submitted by Goodwill Education Initiatives**  
1635 W. Michigan Street  
Indianapolis, IN 46222

Submitted: December 12, 2003

**Goodwill Education Initiatives, Inc.**  
**Indianapolis Metropolitan Career Academy**  
**Executive Summary**

Goodwill Education Initiatives, Inc. (GEI), an Indiana non-profit corporation established by Goodwill Industries of Central Indiana, Inc., is applying for a charter to operate Indianapolis Metropolitan Career Academy #2 (Indianapolis MET), a high school to be located at the Goodwill Industries Corporate Headquarters at 1635 W. Michigan Street, Indianapolis, Indiana 46222. The purpose of this initiative is to prepare young people for productive lives through individualized “real world” education. GEI will accomplish this mission in partnership with and utilizing the knowledge, experience, resources and relationships of The Big Picture Company and Goodwill Industries of Central Indiana, Inc.

Overall Goal

GEI’s overall goal is to significantly increase the high school graduation rate and the enrollment of high school graduates in degree programs at post-secondary institutions. Through this approach, GEI will have significant positive long-term impact in the communities in which it operates.

Mission of the Indianapolis Metropolitan Career Academies

The Indianapolis Metropolitan Career Academies will strengthen communities by helping urban high school students achieve their fullest potential. We will do this by educating “one student at a time” and operating schools that foster students’ individual interests, engage them with teachers, parents and mentors to create Learning Plans that focus on those interests and combine school-based study with outside experiences.

Educational Foundation

In the past 10 years, extensive research has been conducted on what can be done to improve the graduation rates and educational levels of public high schools. The research agrees that successful schools have a number of characteristics in common. The most frequently cited of these characteristics are:

- 1) **A common focus:** In a successful school, students and staff alike are involved in the development of the student. This involves extensive and open communication and collaboration, not just among faculty, but among students, faculty, community stakeholders and parents.
- 2) **High expectations for all students:** Most people perform at the level expected of them. In a successful school, students are motivated to perform well by the encouragement, assistance and advice of faculty, the expectations of parents and the demands of the community. High expectations should extend to learning goals beyond literacy and numeracy.
- 3) **A personal atmosphere that values mutual respect and responsibility:** As students, teachers, parents and community partners work collaboratively, mutual respect and responsibility are fostered.
- 4) **Time for teachers to collaborate and strengthen their skills:** This encompasses, not only further education for teachers and other school personnel, but also time for community collaborations that will develop good contacts with business and other community leaders who might enhance the educational process.
- 5) **Use of technology as a tool:** This integration of technology as a tool may include not only traditional computer technology, but the expansion of students’ awareness of possibilities into the broader community through internships and work experiences.
- 6) **A strong accountability system:** Accountability should focus on the whole child

and look at long-term indicators and measures of success.

### Indianapolis MET and the Big Picture Company

Through its TechWest pilot program, Goodwill Industries of Central Indiana affirmed that students who were on the verge of dropping out of school could thrive in a smaller learning community that does not look or feel like a traditional high school.

The Indianapolis Metropolitan Career Academy (Indianapolis MET) is based on a model developed by The Big Picture Company in which the school works in tandem with the real world of the greater community. The schools emphasize personalized learning, authentic work with adult mentors, a strong sense of school cultures and the involvement of families, the local community and area businesses. Thus, students who previously failed in school because they couldn't connect school to life and work are engaged. Because the schools are small, 60 to 120 students with a student-to-teacher ratio of no more than 16:1, each student receives an individualized Learning Plan, attention and support. Furthermore, students, parents and community stakeholders are empowered to play an active role in the school community, thus helping to shape the educational direction of the students.

Big Picture Schools® are designed to serve students of all abilities, interests, aspirations and socio-economic backgrounds. Because of the individualized approach to learning, these schools are able to successfully meet the needs of all students, from the most severely at-risk to the highest achieving. Students will be recruited throughout the community to ensure that the school makeup is reflective of the demographics of the community as a whole. However, Goodwill Education Initiatives does intend to locate these schools primarily in areas where there is likely to be a significant number of students at high risk of dropping out of school. By strategically locating schools in this manner, GEI is in a better position to achieve its overall goal of significantly increasing high school graduation rates and increasing the number of high school graduates attending post secondary institutions.

The culture of the Indianapolis MET will embrace personalized education. At the Indianapolis MET, "One Student at a Time" is not just a catch phrase. Rather than expecting all students to pursue the same body of knowledge at the same time and rate, Indianapolis MET students have personalized curricula that are indeed designed one student at a time. Each Indianapolis MET student has an Individual Learning Plan that meets his or her optimal path to learning, making it impossible for students to slip through the cracks. Indianapolis MET students have the opportunity to develop academically and personally in an environment where they are well known by both peers and faculty, and this deep level of personal interaction is made possible through advisories and personal Learning Plans. Indianapolis MET parents are deeply involved in the development of their child's Learning Plan.

### Business Plan

The Indianapolis MET will be operated by Goodwill Education Initiatives, Inc. (GEI), a 501(c)(3) entity with close ties to Goodwill Industries of Central Indiana, Inc. GEI will be the charter holder and policy maker for all schools operated by this entity.

The GEI Board of Directors will be composed of at least seven and no more than eleven members, a majority of whom must be actively-serving Directors of the Board of Goodwill Industries of Central Indiana, Inc. (GICI) or the Board of Goodwill Industries Foundation of Central Indiana, Inc. (Goodwill Foundation). The President/CEO of GICI will be the President/CEO of GEI and will be a non-voting ex-officio member of GEI's Board.

The President/CEO of GEI will designate a Chief Administrative Officer for GEI who will be an employee of GICI. The School Director will report directly to the CAO, who will report to the President/CEO, who will report to the Board.

The School Director and all staff will be employees of GEI, with the staff reporting directly to the School Director. All non-academic functions of the school (human resources, information technology, building maintenance, marketing/public relations, fundraising, accounting and food services) will be provided by Goodwill Industries under contract with GEI. The Chief Administrative Officer will be charged with arranging for and maintaining the provision of all non-academic support services needed by the school, thus enabling the School Director and staff to focus nearly all of their time and attention on the education of the students.

The Board of Directors, more specifically the Finance and Audit Committee will oversee financial management for the school. Made up primarily of financial experts, the Finance and Audit Committee will review and approve the operating and capital budgets of the school and provide recommendations regarding the financial affairs of the school. Recommendations may include, but are not limited to, issues regarding books and records of the school, audits, insurance and risk management, investments, fundraising and related endowments, trusts, financing, capital needs, and physical assets. The Finance and Audit Committee will meet at least once a year, or more frequently as needed, and make recommendations and provide guidance to the full Board of Directors for its approval.

Day-to-day financial management services will be provided by Goodwill's Accounting Department. The Accounting Department is headed by the Vice President and Chief Financial Officer who is a licensed Certified Public Accountant in the State of Indiana. Goodwill is well-versed in the accurate and timely processing of publicly-funded grants and contracts, including all required fiscal responsibilities for said funds. Goodwill uses the *Microsoft Business Solutions Great Plains e-Enterprise* accounting suite for its accounting and budgeting activities. Goodwill intends to adapt the Great Plains system to the required chart of accounts and create a stand-alone entity within the system to handle all of the school's accounting needs, including but not limited to, budgeting, financial reporting, accounts payable, accounts receivable, payroll, benefits, cash management and fixed assets. Goodwill's Accounting Department will ensure compliance with all applicable regulations, reporting requirements and other standards necessary for school fiscal issues.

The Indianapolis MET will begin with a class of 60 freshmen (9<sup>th</sup> graders) in the fall of 2004. Each year, another class will be recruited until the school reaches its capacity of 120 students in four grades (9 – 12) by 2007.

It is also the vision of GEI that the school becomes a learning center for the community in which it is situated to the extent resources exist to support this. Classrooms will be open in evenings for families of students and community residents to take part in structured learning activities and individual endeavors. The school will be equipped with computer-based instructional packages, and options for community residents may include English language instruction, preparation for a GED, learning computer skills or taking a college class. Goodwill also plans to make some of its employment services available at the Indianapolis MET during evenings. In addition, Goodwill will assist neighborhood residents in gaining access to additional community services provided by many of the organizations that collaborate with Goodwill.

**Indianapolis Metropolitan Career Academy #2 Proposal**  
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## Application Narrative

**Goodwill Education Initiatives (GEI) is proposing to establish and operate the Indianapolis Metropolitan Career Academies (Indianapolis MET), which will be Big Picture Schools®. In this application, we are proposing the opening of one charter high school, Indianapolis Metropolitan Career Academy #2. Under separate cover, we are submitting an application for a charter for Indianapolis Metropolitan Career Academy #1.**

### **I. Our Vision**

#### **A. Mission**

##### Goodwill Education Initiatives, Inc. (GEI)

The mission of Goodwill Education Initiatives, Inc. is to develop and operate charter high schools to prepare young people for productive lives. GEI will accomplish this mission in partnership with and utilizing the knowledge, experience, resources and relationships of The Big Picture Company and Goodwill Industries of Central Indiana, Inc.

##### Overall Goal

GEI's overall goal, by educating "one student at a time" and linking students with the resources that will help them maximize their potential, is to significantly increase the high school graduation rate and the enrollment of high school graduates in degree programs at post-secondary institutions. Through this approach, GEI will have significant positive long-term impact in the communities in which it operates, as well as in the lives of the students and their families.

##### School Names

Charter high schools operated by GEI will be known as Indianapolis Metropolitan Career Academies (Indianapolis MET), and each will be identified as "A Big Picture School®".

##### Mission of the Indianapolis Metropolitan Career Academy

The Indianapolis Metropolitan Career Academy will strengthen communities by helping urban high school students achieve their fullest potential. We will do this by creating a learning community dedicated to educating "one student at a time" and providing schools that foster students' individual interests, engage them with teachers, parents and mentors to implement Learning Plans that focus on those interests and combine school-based study with "real world" experiences.

### **B. Need**

Although the Indianapolis MET, as a public school, will be open to any student who chooses to attend, with the permission of their parents the target audience of prospective students are those who are at risk of not completing high school.

### Current Community Environment: Lack of a High School Diploma

According to studies by the Annie E. Casey Foundation, 43% of the students enrolling in public high schools in Marion County in 2001 will not graduate in four years. More than 800 of them will drop out of school permanently or later go back to earn a GED. (Annie E. Casey Foundation, Kids Count in Indiana Databook, 2002.) The lack of a high school diploma can be a barrier to all future endeavors: further education or training, military service, employment or advancement in the workplace. In the mid 1990's, Goodwill Industries began to be aware that most of the adults that we were assisting had not succeeded in school. In fact, 50% of the more than 50,000 individuals who used the services of the Marion County WorkOne Centers operated by Goodwill Industries in 2002 lacked a high school diploma.

### Lack of Preparedness for College

Even when students complete high school, they may not be prepared for the rigors of post-secondary education and training. According to research by the Bill and Melinda Gates Foundation, many high school seniors lack basic reading and mathematics skills. "While almost all seniors can understand simple sentences, nearly one in five cannot identify the main idea of what they have read. (Donohue, P.L. et al. *The NAEP 1998 reading report card for the nation and the states* [NCES 1999-500]. Washington, D.C.: U.S. Department of Education, Office of Educational Research and Improvements: National Center for Education Statistics.) Furthermore, the critical thinking and reasoning deficit may be even greater for minority students, as the U.S. Department of Education indicates that many African American and Hispanic students graduate from high school with skills at the middle school level.

### Need for Higher Education

This lack of preparedness for college and other post-secondary training puts this population at high risk of unemployment or a series of low-paying jobs. The median annual income for an individual with less than a high school education is about \$20,000. This average increases to \$30,000 with a high school diploma or GED, but the average annual salary for those with a Bachelor's degree was \$42,000 in 2002. (Moncarz, R & Reaser, A (2002). The 2000-10 job outlook in brief. *Occupational Outlook Quarterly* 46(1). Available: <http://www.bls.gov/opub/ooq/2002/spring/oochart.pdf>.)

### Key Attributes of a Successful School

In the past 10 years, a great amount of research has been conducted on what can be done to improve the graduation rates and educational levels of public high schools. The research agrees that successful schools have a number of characteristics in common. The most frequently cited of these characteristics are:

- 1) **A common focus:** In a successful school, students and staff alike are involved in the development of the student. This involves extensive and open communication and collaboration, not just among faculty, but among students, faculty, community stakeholders and parents.
- 2) **High expectations for all students:** Most people perform at the level expected of them. In a successful school, students are motivated to perform well by the encouragement, assistance and advice of faculty, the expectations of parents and the demands of the community. High expectations should extend to learning goals beyond literacy and numeracy.
- 3) **A personal atmosphere that values mutual respect and responsibility:** As students, teachers, parents and community partners work collaboratively, mutual respect and responsibility are fostered.



- 4) **Time for teachers to collaborate and strengthen their skills:** This encompasses, not only further education for teachers and other school personnel, but also time for community collaborations that will develop good contacts with business and other community leaders who might enhance the educational process.
- 5) **Use of technology as a tool:** This integration of technology as a tool may include not only traditional computer technology, but the expansion of students' awareness of possibilities into the broader community through internships and work experiences.
- 6) **A strong accountability system:** Accountability should focus on the whole child and look at long-term indicators and measures of success.

#### Why Small Schools are Better

In a 1996 review of School Size, School Climate and Student Performance studies, (Available at <http://www.nwrel.org/scpd/sirs/10/c020.html>) Kathleen Cotton distills the reasons that small schools provide students, especially those at-risk of failing or dropping out, with a better chance of succeeding and being prepared for work or post-secondary education:

- Because everyone's participation is needed for activities, including meaningful discussion, it is less likely that students in small schools will be lost or isolated. They are, therefore, better empowered to pursue meaningful educational exchanges both in and out of the classroom.
- Because participants in small school environments tend to care about and support one another to a greater degree than is generally possible in a larger school environment, their academic pursuits and attitudes tend to improve.
- Parents are more involved in small school atmospheres, and this has a positive effect on student achievement. Indeed, in the model proposed by Indianapolis MET, parental involvement is mandated.
- Students are more empowered in a small school environment and take more responsibility for their own learning.
- Teachers/advisors in small schools are more likely to collaborate, to form team approaches to instruction, and to use alternative methods of assessment that render the educational experience more relevant to the world outside of school.
- No child is left unknown. Advisors are able to develop (over four years) a comprehensive and informed understanding of each student's strengths and areas needing strengthening, and to build on those strengths.

#### Indianapolis MET and the Big Picture Company

Through the TechWest pilot program, operated by Goodwill Industries of Central Indiana in conjunction with Northwest High School, Goodwill has seen that students who were on the verge of dropping out of school can thrive in a smaller learning community that does not look or feel like a traditional high school. (More information on TechWest is included in Section II.)

The Indianapolis Metropolitan Career Academy (Indianapolis MET) is based on a model developed by The Big Picture Company in which the school works in tandem with the real world of the greater community. The schools emphasize personalized learning, authentic work with adult mentors, a strong sense of school cultures and the involvement of families, the local community and area businesses. Thus, students who previously failed in school because they couldn't connect school to life and work are engaged. Because the schools are small, a maximum of 120 students with a student-to-teacher ratio of no more than 16:1, each student receives an individualized Learning Plan, attention and support.

Furthermore, students, parents and community stakeholders are empowered to play an active role in the school community, thus helping to shape the educational direction of the students.

Big Picture Schools are designed to serve students of all abilities, interests, aspirations and socio-economic backgrounds. Because of the individualized approach to learning, these schools are able to successfully meet the needs of all students, from the most severely at-risk to the highest achieving. Students will be recruited throughout the community to ensure that the school makeup is reflective of the demographics of the larger community. However, Goodwill Education Initiatives does intend to locate its schools primarily in areas where there is likely to be a significant number of students at high risk of dropping out of school.

As a result of having this educational alternative, many students who might otherwise fail to complete high school or who would end their formal education with high school will not only graduate, but will go on to colleges and universities. This will create a stronger workforce and the likelihood of a greater number of college-educated young people who will stay in Indianapolis. Not only these young people, but their families, area employers and the greater community will benefit.

#### Current Availability of Alternative Educational Experiences

A few alternative opportunities do exist for high school students in IPS. The Magnet School programs that draw students according to their interests have shown some success in preventing drop-outs and engaging students in learning that focuses beyond the traditional learning environment. Additional charter schools are opening to provide opportunities for accelerated traditional learning, high technology and small school foci. The Indianapolis MET will provide an additional small-school opportunity that will help students correlate their formal education and the “real world” education provided by community-based experiences. Indianapolis MET students will be consistently supported over a four year period by a core group of adults (parents, advisors, mentors) who will monitor and assess progress, connect students to resources and experiences and challenge them to develop their potential. All students will develop the academic, social and life skills and experiences needed to successfully participate in the world of work and community life.

### **C. Goals**

#### **Academic Goals**

The philosophy of The Big Picture Company is grounded in educating “one student at a time.” Indianapolis MET will embrace this philosophy and create personalized education programs and Learning Plans for each student. True learning takes place when each student is an active participant in his or her education, when his or her course of study is personalized by teachers, parents and mentors who know him or her well, and when school-based learning is blended with outside experiences. The system of assessing the progress of students is based around two sets of goals, five school-wide Learning Goals and each student’s personal list of goals.

#### **Goal #1:**

**Each student who graduates from Indianapolis MET must know how to reason, solve problems and be a cooperative member of the community.**

This goal is accomplished as advisors (teachers) examine each student’s learning and challenge him or her to do academically rigorous project work that incorporates the Learning Goals and focus around his or

her interests. Mentors and older students assist younger students in applying the Learning Goals and become models of self-directed learning and goal achievement. Flexibility is an important component of this model as, in a world where information doubles every few years, students must know how to access knowledge and to think for themselves.

### **Basic Learning Goals**

#### **1. Empirical Reasoning**

This goal is to think like a scientist—to use empirical evidence and a logical process to make decisions and to evaluate hypotheses. This reasoning can be applied to any subject matter and encompasses the following questions:

- What idea do I want to test?
- What has other research shown?
- What is my hypothesis?
- How can I test it?
- What information do I need to collect?
- How will I collect the information?
- What will I use as a control in my research?
- How good is my information?
- What are the results of my research?
- What errors do I have?
- What conclusions can I draw from my research?
- How will I present my results?

#### **2. Quantitative Reasoning**

This goal is to think like a mathematician—to understand numbers, to analyze uncertainties, to comprehend the properties of shapes, and to study how things change over time.

- How can I use numbers to evaluate my hypothesis?
- What numerical information can I collect about this?
- Can I estimate this quantity?
- How can I represent this information as a formula or diagram?
- How can I interpret this formula or graph?
- How can I measure its shape or structure?
- What trends do I see? How does this change over time?
- What predictions can I make?
- Can I show a correlation?

#### **3. Communication**

The goal here is to help students learn to be great communicators – to understand their audience, to write, to read, to speak and listen well, to use technology and artistic expression to communicate and to be exposed to another language.

- How can I write about it?
- What is the main idea I want to get across?
- Who is my audience?
- What can I read about it?
- Who can I listen to about it?
- How can I speak about it?

- How can technology help me express it?
- How can I express it creatively?
- How can I express it in another language?

#### 4. Social Reasoning

This type of reasoning teaches students to think like historians or anthropologists—to see diverse perspectives, to understand social issues, to explore ethics, and to look at issues historically.

- How do diverse communities view this?
- How does this issue affect different communities?
- Who cares about this?
- What is the history of this?
- Who benefits and who is harmed through this issue?
- What do people believe about this?
- What social systems are in place around this?
- What are the ethical questions behind this?
- What do I think should be done about this?
- What can I do?

#### 5. Personal Qualities

This goal encourages students to be the best they can be—to demonstrate respect, responsibility, organization, leadership and to reflect on abilities and strive for improvement.

- How can I demonstrate respect?
- How can I empathize more with others?
- How can I look out for my health and well-being?
- How can I communicate honestly about this?
- How can I be responsible for this?
- How can I persevere at this?
- How can I better organize my work?
- How can I better manage my time?
- How can I be more self-aware?
- How can I take on more of a leadership role?
- How can I work cooperatively with others?
- How can I enhance my community through this?

#### Goal #2

**Students will demonstrate their understanding, accomplishments and achievements with respect to the Five Basic Learning Goals.**

Students will demonstrate their grasp of the various kinds of critical reasoning and social behavior through the following means:

1. **Exhibitions:** At the end of each quarter, each student demonstrates how he or she has addressed the goals in his or her Learning Plan in a public exhibition of his or her work. A panel comprised of the student's advisor,

family members, mentor, peers and other staff members critiques the work as part of the process. The Individuals Learning Plans are revised based on evidence from the exhibition and other data sources, drawing on the shared commitment of advisor, mentor and parent to support each student's development of responsibility for his/her own learning.

2. **Gateway Exhibitions:** During the second semester of the sophomore year, students present their work and learning over the past two years to demonstrate their readiness for Senior Institute, where they may take college classes in support of their interests.
3. **Narratives:** Through the use of narratives, advisors communicate with students and parents their progress, gaps and achievements. The narratives take the place of letter and numerical grades and reflect on each student's progress.
4. **Portfolios:** Each student keeps a comprehensive collection of work in a personal portfolio. This may include drafts and final versions of Learning Plans, interest exploration, community project work, papers, artwork, journal writing, Advisory work, service projects, college search information, etc.
5. **Transcripts:** Transcripts convey to people outside the school community (transfer schools, scholarship committees, college admissions) the essence of each student as a learner and what each student has accomplished.

### Organizational Viability

For almost 75 years, Goodwill Industries of Central Indiana has been providing services to people in central Indiana who need help to prepare for, find, or keep a job. Goodwill Education Initiatives, Inc. is a new 501 (c)(3) corporation formed as a result of our conviction that Goodwill could positively impact students at risk of dropping out of high school, as well as create an additional community resource that would provide access to education and employment services for families.

In the late 1990's, the Nina Mason Pulliam Charitable Trust funded a study to help determine ways that Goodwill could provide services to youth. As a result of this study, Goodwill piloted two programs: Goodwill Employment and Training Program at the John Hope Education Center (Hope), and TechWest. The former was designed to provide access to employment and training services, as well as tutoring and mentoring to students who had already failed in the traditional high school setting and who were attending alternative school. TechWest was a collaboration with Northwest High School designed to help students pass the GQE, earn credits toward graduation and learn a marketable technical skill that would help them find employment following high school or post-secondary education. Both of these pilot programs achieved measurable success, but were not sustainable on a large enough scale to provide significant community impact.

Our partnership with the Big Picture Company allows Goodwill to combine its skills in employment and training and its many relationships in the community with the education expertise of the Big Picture Company. The Big Picture Company was founded in 1995 by nationally acclaimed educators Dennis Litky and Elliot Washor. While serving as senior fellows at Brown University's Annenberg Institute for School Reform, they began collaborating with Rhode Island policy-makers to design a new high school that would integrate academic and applied learning in a student-centered setting. The resulting school was the Met, which now enrolls a total of 440 students in six schools. Upon reaching capacity in 2005, the Met will enroll 630 students, approximately 10% of Providence's high school population. The student

body is diverse, with over 50% qualifying for free lunch. English is the second language in over 42% of students' homes. In 2002-2003, student attendance was 95%, as compared to 90% statewide and 89% in Providence; 99% graduated as compared to 84% in Providence Charter Schools and 72 % in Providence Public Schools, and 100% had an internship placement or senior thesis mentor. In the four senior classes to-date, 96% of the students applied to college, and 100% were admitted. Further, 70% of Met alumni who have gone on to college are still there. Of those who have not matriculated, many are still planning to go to college after working for a while. In fact, many students take college courses during their four years at the Met. This is certainly a practice we hope to emulate in Indianapolis. Goodwill Education Initiatives and The Big Picture Company strongly believe we will replicate this kind of success in student achievement in Indianapolis.

### **School-Specific Objectives**

- 1) Student attendance at Indianapolis MET will average 95%.**
- 2) 95% of the students who start as freshmen at the Indianapolis MET will graduate.**
- 3) 100% of students will apply to a degree-granting post-secondary education.**
- 4) 100% will be accepted.**
- 5) 85% of students will enroll in post-secondary education.**
- 6) 58% of students will score at grade level or above on ISTEP testing.**
- 7) 45% of students will pass the Graduation Qualifying Exam on the first attempt, and all students will either pass the GQE on subsequent attempts or receive graduation waivers so they can graduate.**

Note: Goals 1-5 are consistent with the experiences of The Big Picture Company in the Met School in Providence, Rhode Island.

Please see Appendix A for a comparison of these objectives to state outcomes and specific school outcomes.

## **II. Who We Are**

### **A. Description of Founding Group**

#### Goodwill Industries of Central Indiana, Inc.

Goodwill Industries of Central Indiana, Inc. has formed Goodwill Education Initiatives, Inc. to operate the Indianapolis Metropolitan Career Academy. Goodwill has over 70 years experience providing work-related services in central Indiana. For the past several years, Goodwill has operated four Marion County WorkOne Centers in a collaborative relationship with the Indianapolis Private Industry Council, the Marion County Office of Family and Children, the Indiana Department of Workforce Development and Indiana Office of Vocational Rehabilitation. This endeavor has enabled us to strengthen our partnerships with some of the major providers of workforce services in central Indiana.

#### Workforce and Community Services Partnerships

Goodwill has extensive community relationships which give us with the ability to refer the people we help to a number of providers who offer complementary services. Some of those relationships are:

**The Indiana Department of Workforce Development:** (DWD) focuses on preparing residents of Indiana for the challenges and opportunities that lie ahead by emphasizing a system of lifetime learning. By partnering with local employment and training agencies, state-supported colleges and universities, private industry councils, representatives of business and labor and

other private citizens and organizations, DWD has built a system to help citizens upgrade their skills and maximize their earnings as well as to provide employers with market information, recruitment and referrals of job seekers and unemployment insurance services.

**State of Indiana Vocational Rehabilitation Services:** The Bureau of Vocational Rehabilitation provides quality, individualized services to help people with disabilities prepare for, obtain or retain employment. Through active participation in their rehabilitation, people with disabilities achieve a greater level of independence in their workplace and living environments.

**Marion County Office of Family and Children:** The mission of the Marion County Office of Family and Children (OFC) is to “help individuals and families to take care of themselves.” The services they provide include, but are not limited to TANF, Food Stamps, Medicaid and IMPACT services, welfare-to-work programs and housing and community services. Most significantly to our center, the OFC administers \$3.7 million in employment and training services from the TANF block grant.

For a more detailed list and description of some of our collaborators, please see Appendix B.

#### Youth Partnerships

For the past several years, Goodwill has developed an extensive referral network for youth. We currently receive referrals for workforce and training services from Outreach, Job Corps, Indianapolis Public Schools, MSD of Wayne Township, MSD of Warren Township, MSD of Washington Township, Lutheran Child and Family Services, The Villages, the juvenile court system, community centers, Midtown Y2A, Family and Social Services Administration, NOAH and the Indianapolis Youth Group.

#### Relevant Youth and Education Experience

- Since the early 1990's, Goodwill has partnered with Indianapolis Public Schools Adult Education Division to offer ABE/GED and ESL classes at Goodwill. These classes have provided services for over 700 students a year. In addition, Goodwill received an Outreach Grant from the Department of Education to expand those classes to evenings so that more individuals might take advantage of these services.
- Success Now, a collaboration between Goodwill, Northwest High School and the Indianapolis Zoo provided students with information on business, botany and entrepreneurship. Students participating in this program studied botany and business in school, grew plants at the Goodwill Greenhouse and participated in their sale and installation. Participants also received pre-employment skills training and job placement assistance from Goodwill.
- Goodwill's Career CAMPs provide mini-internship experiences for high school students to explore possible career choices. Goodwill provides pre-employment and Life Skills instruction as well as basic computer instruction to the students in the CAMPs. Partnering organizations include Clarian Health for Medical CAMP, Indiana Plan for Apartment Maintenance CAMP and Construction CAMP, and Second Helpings for Culinary CAMP. Last year, Goodwill offered a mini-CAMP experience for students wishing to learn more about computer operating systems through the Computer CAMP at Goodwill. Goodwill continues to provide these mini-internship experiences as demand and availability of funds allow.
- As previously mentioned, in response to the 1998 study funded by the Nina Mason Pulliam Charitable Trust on how Goodwill might best provide effective services to youth, Goodwill instituted the Goodwill Employment and Training Program at the Hope Education Center in partnership with Indianapolis Public Schools and Clarian Health. Goodwill provides employment and training services to youth who are enrolled in Hope's alternative education programs and to

community youth who seek our services. In 2002, over 300 youth received services through this program at Hope.

- TechWest, a pilot program in collaboration with IPS Northwest High School, has provided an alternative educational environment for students at risk of dropping out. Students study English, math and botany taught by Northwest instructors at Goodwill. Goodwill provides Life Skills training using the Overcoming Obstacles curriculum. Students also take computer classes at Goodwill, and many receive advanced computer certifications. The goals of the program are to help students pass the GQE, earn high school credits and learn a skill that may help them get a job leading to economic self-sufficiency after graduation. With the support and assistance of Northwest and a transition case manager, students return to Northwest High School after one year to complete their diplomas. Approximately 120 students have participated in the pilot since it began in January of 2001. Most students who complete the program have earned A+ or MOUS certifications, and many have participated in paid internships.

In many of its programs, Goodwill seeks to collaborate with organizations with complementary competencies in order to provide the most comprehensive services possible. In these cases, Goodwill seeks out organizations which are well-respected and effectively run. The Big Picture Company offers an educational model which has been highly successful in other metropolitan areas.

#### The Big Picture Company

The Big Picture Company, as previously mentioned, will work with Goodwill Education Initiatives to establish the school. As previously mentioned, The Metropolitan Career and Technical Center, a Big Picture School in Providence, Rhode Island, stresses personalized learning, authentic work with adults, a strong and supportive school culture and the involvement of families, businesses and the local community. The school's successes are impressive: 95% attendance for the 2002-2003 school year; 99% graduation rate; 100% internship placement; 97% college application rate, and 100% college acceptance rate.

Furthermore, an evaluation funded by the Bill and Melinda Gates Foundation rated the Met near the top on most of its indicators. In 1999, the Gates Foundation began funding Big Picture's "scale-up," designed to establish 65 Big Picture schools nation-wide. Big Picture Schools® are now operating in Chicago, Detroit, Denver, Oakland, Sacramento and Federal Way, Washington. In addition, the Gates Foundation appointed Big Picture the school specialist and intermediary for its Alternative High School Initiative that will provide funding for five youth-development organizations to create 168 diploma-granting high schools over the next five years.

#### Fiscal Responsibility

Goodwill puts much emphasis on being a good steward of its resources, and we have substantial experience effectively managing public and private dollars. In the most recent fiscal year, Goodwill's operating budget was \$41.5 million. Sixty-five percent of the revenue generated during the year was a result of retail sales. The remainder of the funds came from the sale of industrial services, grants, contracts and contributions to the organization. Goodwill currently has a number of government contracts and private foundation grants to provide services for people who need help to prepare for, find and keep jobs. The Indianapolis Private Industry Council is the fiscal agent for a number of cost-reimbursement contracts that fund Goodwill programs. Goodwill has a current Workforce Investment Act Contract with IPIIC in the amount of \$1.7 million. In addition, Goodwill has Workforce Investment Act Youth funding in the amount of \$717,000. Goodwill shares a Customized Employment Grant of approximately \$650,000 with Crossroads Rehabilitation Center and the Department of Workforce Development. We recently received word that we have been awarded an additional amount from the Office of Disability and Employment Policy to provide services to individuals who are homeless or chronically mentally ill. We



have an IMPACT contract with the Family and Social Services Administration in the amount of \$691,600 to provide training and employment services to TANF and Food Stamp recipients in Marion County.

An overview of Goodwill's audited financial statement for 2002 is included in Appendix C.

### **Leadership**

#### **James M. McClelland, President, Goodwill Industries of Central Indiana**

Mr. McClelland has worked for Goodwill Industries of Central Indiana for 30 years—first as Vice President of Operations and since 1974 as President. Jim is a recognized leader in Goodwill nationally and internationally, having served as the Chairman of the Board of Directors of Goodwill Global and a Board Member of Goodwill Industries International. He is also a recognized leader in this community, having served on the Boards of Directors of the Rotary Foundation of Indianapolis, Christian Theological Seminary, and the Westside Community Development Corporation, and the Board of Trustees of Citizens Gas and Coke Utility, among others. He has also been a member of the Board of Directors of the 21<sup>st</sup> Century Charter School. He has been honored by Goodwill Industries with the J.D. Robins Distinguished Career Award, the Kenneth King Outstanding Management Award and the Gerald Clore Award for outstanding service to the international development of Goodwill Industries. In 2001, he was named national NonProfit Executive of the Year by the NonProfit Times. Mr. McClelland holds a Bachelor of Industrial Engineering degree from Georgia Tech and a Master of Business Administration degree from Indiana University.

#### **Carolyn McCutcheon, Chief Administrative Officer, GEI, Inc.**

Carolyn McCutcheon, Director of Education and Youth Services at Goodwill Industries of Central Indiana, Inc., will serve as Chief Administrative Officer for Goodwill Education Initiatives. Ms. McCutcheon has over 21 years of professional experience in planning and program development. She holds a Bachelor's Degree in Psychology from Miami University in Oxford, Ohio and a Master of Science in Personnel Counseling from Wright State University in Dayton. Mrs. McCutcheon is a member of the National Rehabilitation Association, the Indiana Vocational Evaluation and Work Adjustment Association, Network for Employment Opportunities Now, a member of the Self-Sufficiency for Seniors, Adults and Persons with Disabilities IMPACT Council, and member of the board of Hawthorne Community Center. She also serves as Secretary of the Second Helpings Board of Directors. Mrs. McCutcheon was responsible for the development and implementation of the TechWest program operated by Goodwill Industries of Central Indiana, Inc. in collaboration with Northwest High School.

#### **Dr. Gwen Fountain, Chair, GEI Board of Directors**

Dr. Fountain is currently Director of Investment Management for The Children's Museum of Indianapolis working in the capacity of an educational consultant. She taught full time at Butler University from 1984-2001, and is coordinator of curriculum redesign in the college of business, director of undergraduate programs, associate provost for the university, dean of all academic programs, and finally interim president before retiring. While at Butler, she developed an interest in student development, curriculum, instruction and assessment and obtained a 5-12 Indiana Teacher Certification. She also earned an MS in Education and an Educational Specialist Degree focusing on curriculum and instruction. She holds a Doctor of Philosophy and a Master of Arts in Economics from the University of Michigan and a Bachelor of Arts in Economics from Kalamazoo College. Dr. Fountain has served on the boards or advisory boards of the Indiana Association for Hearing Impaired Children, Butler Pre-school for the Gifted and Talented, Orchard Country Day School, Indianapolis Public Schools, Goodwill Industries of Central Indiana, among others, and the Board of Trustees of Kalamazoo College.

**Derrick Burks, Senior Partner, Ernst & Young, GEI Board of Directors**

Derrick Burks leads Ernst & Young's Industrial Products and Retail Consumer Products industry practice in Indiana, Kentucky and Ohio. Prior to joining Ernst & Young in 2002, Mr. Burks spent 24 years with the Indianapolis office of Arthur Andersen. There, his experience included not-for-profit entities, start-up organizations, small businesses and large multi-location corporations, including public companies requiring SEC expertise. A native of Indianapolis, he received his Bachelor of Science degree in accounting from Indiana University. He has been actively involved in civic and community activities working with various agencies, including Goodwill Industries, Boy Scouts of America, the Children's Museum, the United Way, Indiana Black Expo, Circle City Classic, the Greater Indianapolis Progress Committee and Kelley School of Business Dean's Advisory Council. He is a member of the American Institute of CPA's and the Indiana CPA Society. He is a former member of the Indiana State Board of Accountancy.

**Fred C. Tucker, III, President, F. C. Tucker Company, GEI Board of Directors**

Mr. Tucker joined F.C. Tucker Company, Inc. in May of 1977 and represents the third generation of Tuckers to run the company. A graduate of DePauw University, Fred holds a JD from Indiana University School of Law. His current civic activities include service on the Board of Directors of Junior Achievement of Central Indiana (Past Chair); Board of Corporators for Crown Hill Cemetery (Chairman); Goodwill Industries of Central Indiana (Past Chairman); Economic Club of Indianapolis; Indiana and Indianapolis Chambers of Commerce Executive Committees, RESPRO (Past Chairman) and Board of Directors of the Indianapolis Convention and Visitors Association. His past service includes directorships with NBD Bank, N.A., Advisory Board of BankOne, Anthem, Inc.; Boards of Directors of numerous other local civic organizations. He is a graduate of the Stanley K. Lacy Executive Leadership Program, and served on the Lawrence Township School Foundation.

**Bruce Jacobson, Senior Partner, Katz, Sapper & Miller, L.L.P., GEI Board of Directors**

Mr. Jacobson has been with the firm of Katz, Sapper & Miller, L.L. P, since 1971. He is a graduate of Indiana University with a B.S. Degree in business/accounting. He is a member of the American Institute of Certified Public Accountants, Indiana CPA Society, and an alumnus of the Stanley K. Lacy leadership program. Bruce serves on the board of directors of several corporations, and has been active in the Indianapolis community. He is past chairman and an active member of the Goodwill Industries of Central Indiana, Inc. Board of Directors, and is a member of the St. Vincent Hospital Foundation Board of Directors. He also serves on the board and executive committee of the Jewish Federation of Greater Indianapolis and is chairman of the Central Indiana Boy Scouts of American Endowment Trust.

**C. Perry Griffith, Jr., President, Denison, Inc., GEI Board of Directors**

Mr. Griffith is the President and Chairman of Denison, Inc. From 1979 to 1988 he was the Vice President and Senior Account Officer in the Commercial Banking Division of Merchants National Bank. He is a member of the Young Presidents Organization and a member of the Board of Directors of Benicorp Financial, Inc. and Union State Bank. He has served on various non-profit and civic organizations, including the Board of the Boys Clubs of Indianapolis, Brebeuf, Butler University Business School, Corporate Community Council and Goodwill Industries of Central Indiana, Inc. He holds a B.S. and an M.B.A. from Indiana University.

Additional Leadership Information is included in Appendix D.

**B. Community Partnerships**

Goodwill has an extensive network of relationships in the community that may be beneficial to Indianapolis MET students and their families. Through its partners in the WorkOne Centers, services will be available as needed from the community partners listed in Appendix B. Furthermore, Goodwill has a

wide variety of business contacts that will facilitate the involvement of mentors and tutors in the learning community and provide many opportunities for community-based learning, internships and work-study positions. For the past three years, students in the TechWest pilot program have benefited from mentor relationships with Goodwill employees. There will be a number of professional employees at Goodwill who will be interested in establishing relationships with the students at the Indianapolis MET, and internship opportunities will be available in Goodwill departments. In accordance with the Big Picture model, we will also utilize our relationships with organizations and employers in the larger community for mentoring and internship opportunities. Jim McClelland, President of Goodwill Industries, will be an ex-officio member of the Board, and the Indianapolis MET will have access to the members of Goodwill's Board of Directors and the Goodwill Foundation Board of Directors, creating more opportunities for access to the community. A list of the Board of Directors and their work affiliations may be found in Appendix E.

The Indianapolis MET will be a learning network, and as such, will be an integral member of the surrounding community. The school will invite local businesses and neighbors to school events, ask local community leaders to become mentors, and participate as neighbors in community events and service projects. The Indianapolis MET is committed to ensuring that facilities are safe and attractive and help bring vitality to the neighborhood. Students will be only three blocks away from the new Haughville branch of the Indianapolis-Marion County Public Library, and all students will have library cards. The Christamore House and Hawthorne Community Centers are located in close proximity to the school building, and The Indianapolis MET will have cooperative relationships with these and other facilities that may be used for extra-curricular activities. Physical Education classes will be offered at the National Institute for Fitness and Sport which is conveniently located on the IUPUI campus, just across White River from the proposed school site. Neighborhood residents as well as students and their families will be urged to take advantage of the many services of the WorkOne Center located at Goodwill. Furthermore, ESL and GED classes will be available on-site. Indianapolis MET students can participate in workshops, training and internships provided by the Youth Learning Center at Goodwill. Taking college level classes is an important part of the Big Picture approach, and Goodwill will develop working relationships with area colleges such as Ivy Tech, University of Indianapolis and IUPUI to provide students with these necessary advanced learning opportunities.

Letters of support may be found in Appendix F.

### **III. Educational Services Provided**

#### **A. Educational Philosophy**

##### Educational Foundation for the Proposed School

The mission of the Indianapolis MET is to create a learning community dedicated to educating "one student at a time." We promote and create personalized education that is unique for each student. We believe that learning best takes place when each student is an active participant in his or her education, when the course of study is personalized by teachers, parents and mentors who know the student well and when school-based learning is blended with real-world experiences that make learning memorable.

##### Instructional Methods to be Used

Students attending the Indianapolis MET will:

- Create their own Learning Plans with a mentor, teacher and family member;
- Integrate Indiana Academic Standards and required core subjects into their work both inside and outside the school;

- Work closely with mentors in the real world through internships;
- Undertake projects that have real implications in the workplace;
- Use advisors, text books, mentors and universities (classes and professors) to facilitate and enrich their learning;
- Become self starters, creative problem solvers and life-long learners;
- Prepare for and take all required Indiana State standardized tests;
- In collaboration with their parents and advisors, develop a plan to meet and exceed the Indiana Standards for their grade levels as measured by ISTEP through a combination of self-paced computer-based instruction, tutoring and group work,
- Take college courses while in high school and participate in summer enrichment courses, and
- Develop a post high school plan focusing on college entry and success.

Instruction in the Indianapolis MET will integrate Indiana Academic Standards with real world internships that operate as the laboratory, providing hands-on experiences to enrich each student's learning. As a result, students will show proficiency in the Big Picture Schools® five learning goals described in Section I: empirical reasoning, quantitative reasoning, social reasoning, communication and personal qualities and in the appropriate state and local tests.

#### Research That Demonstrates That This Approach Will Work With Our Anticipated Student Population

This high school design is a replication of The Metropolitan Regional Career and Technical Center (The Met) in Providence R.I. Since the first Met High School was started in 1995, the school has seen some extraordinary success. The student body at the Met in Providence is approximately 38% Hispanic, 17% African American, 43% Caucasian, 2% Asian, and 52% of the students are eligible for free or reduced lunch.

- Average daily attendance rate is 95%.
- The graduation rate for the Met (classes '00,'01,'02) is 99%.
- In the first three graduating classes, 96% of all seniors applied to college.
- 100% of those were accepted to at least one college.
- 78% of those were the first in their families to attend college.
- Approximately 70% of the Met graduates are still in college after three years.

#### Culture or Ethos that will be Developed in School

The culture of the Indianapolis MET will embrace personalized education. At the Indianapolis MET, "One Student at a Time" is not just a catch phrase. Rather than expecting all students to pursue the same body of knowledge at the same time and rate, Indianapolis MET students have personalized curricula that are indeed designed one student at a time. Each Indianapolis MET student has an Individual Learning Plan that meets his or her optimal path to learning, making it impossible for students to slip through the cracks. Indianapolis MET students have the opportunity to develop academically and personally in an environment where they are well known by both peers and faculty, and this deep level of personal interaction is made possible through advisories and personal Learning Plans. Indianapolis MET parents are deeply involved in the development of their child's Learning Plan.

Advisory: This is a core group of 15 students that serves as a student's home base and center of accountability. Each Advisory stays together with a single advisor for all four years of the high school experience. The intimacy of such a small group allows for student-to-advisor interaction that is unparalleled in other school organizations. It also provides every student with a set of peers who support, challenge and help one another to be successful and reach their fullest potential.

Advisor: Teachers at the Indianapolis MET are called advisors, and each advisor is responsible for the educational experience of his or her advisees. Advisors manage each student's personal schedule and Learning Plan (described below) and act as direct links to family and internship mentors. Advisors get to know the whole student, not just his or her ability in one subject area. Advisors do not teach formal classes, but are integrally involved in each student's learning process. Advisors conduct advisory meetings, work individually with each student and sometimes teach workshops to students interested in a particular topic. Advisors are responsible for teaching students how to learn, gathering and filtering the information they need from among human, print and web-based sources. They set up and oversee student internships, facilitate Learning Plan meetings, collaboratively design individual and group projects and provide guidance through student exhibitions. Advisors document student progress within the Learning Goals through narrative assessments. Furthermore, advisors also address basic skill development needs either directly or through referrals to specialists. All advisors will be Indiana certified teachers.

Learning Plans: Each student works together with his or her academic support team – made up of parents, internship mentor and advisor – to develop his or her personalized Learning Plan. Each student's Learning Plan is always available, through a web-based communication and storage system, to help the student, parent, advisor and school director. These Learning Plans are updated and stored anew every 8 – 10 weeks. The Indianapolis MET will differ somewhat from the pure Big Picture model in that some learning will take place in a computerized or on-line format to help the students progress in areas of most need such as math, writing or reading comprehension. This basic skills development will be concentrated into the summer before ninth grade and throughout that year to prepare the students to take and be successful on the Graduation Qualifying Exam in the fall of 10<sup>th</sup> grade and to strengthen literacy and numeracy skills that the student understands will be essential to his or her success in LTIs and advanced coursework.

Learning Goals: The Learning Plan is aligned to the school's five Learning Goals, and students must demonstrate proficiency in each area. Each Learning Goal incorporates components of the traditional subject areas and aligns to State standards.

Internships: Indianapolis MET students will be actively engaged in the world in meaningful and productive ways, and their learning will be as "real" an application to everyday life as possible. A central way this is made possible is through workplace internships called LTIs (Learning Through Internship). LTIs are the core of a student's Learning Plan and are chosen based on a student's interests and passions. Far from vocational education, LTIs integrate school-based learning with workplace learning. Starting in the 9<sup>th</sup> grade, students attend their LTIs two days a week, where they learn through one-on-one mentoring and project exploration. At school, advisors reinforce the skills and knowledge needed to complete the student's projects. The aim is to provide students with learning opportunities linked to their interests, that help them develop academic and interpersonal skills, and that help them become good citizens of the community. Thus, LTIs at an engineering firm, a doctor's office, a machine shop, a glassblower's studio, a retail store, a graphic designer, or a community-based organization could all provide equally valid experiences for students.

## **B. Academic Standards**

The Indianapolis MET learning goals and the Indiana academic standards will be aligned and serve as the general framework in which the Indianapolis MET will develop and implement its curriculum. While there is not a one-to-one correspondence between the learning goals and the Indiana Academic Standards, both will be used to guide the development of specific learning opportunities for each student. By using both sets of standards as a guide to curriculum and instruction, the Indianapolis MET will ensure that each MET prospective graduate is able to demonstrate proficiency on state and local assessment instruments as well as on the multiple assessment measure employed by all Big Picture Schools®.

<b>The Indianapolis MET Learning Goal</b>	<b>Traditional Subject Areas</b>	<b>Sample Content Areas for Indiana Academic Standards, 9 – 12</b>
<b>Empirical Reasoning:</b> to use empirical evidence and logical process to make decisions and to evaluate hypotheses	<b>Biology, Environmental Sciences, Chemistry, Physics and Computer Sciences</b>	<b>Biology 1:</b> Students work with the concepts, principles and theories that enable them to understand the living environment. They recognize that living organisms are made of cells or cell products that consist of the same components as all other matter. Students investigate through laboratories and fieldwork, how living things function and how they interact with one another and their environment.
<b>Quantitative Analysis:</b> to understand numbers, to analyze uncertainty, to comprehend the properties of shapes, and to study how things change over time	<b>Geometry, Algebra, Trigonometry, Calculus, Probability and Statistics, Discrete Mathematics</b>	<b>Algebra 2:</b> Students graph linear equations and inequalities involving absolute value. They use a variety of methods to solve systems of up to three linear equations in up to three variables, and they model data with linear equations and make predictions from the results.
<b>Communication:</b> to understand your audience, to write, read, speak and listen well, to use technology and artistic expression to communicate, and to be exposed to another language	<b>Reading, Writing, Visual Arts, Performing Arts, Literature (American, British and World) Foreign Languages</b>	<b>English/Language Arts:</b> This area encompasses students' practice of literacy skills and comprehension and literary response and analysis. In addition, they practice the process of writing, apply it to various genres, and study the conventions. They learn listening and speaking skills, strategies and applications.
<b>Social Reasoning:</b> to see diverse perspectives, to understand social issues, to explore ethics and to look at issues historically	<b>Social Studies, Economics, World History/Civilization, World Geography, US History, US Government, Psychology, Sociology</b>	<b>Economics:</b> Students will understand the organization and role of business firms and analyze the various types of market structures in the United States economy.
<b>Personal Qualities:</b> to demonstrate respect, leadership, responsibility, organization, time management, and to reflect on one's own abilities and strive to improve	<b>Physical Education, Health, Character Education, Job Readiness</b>	<b>Health:</b> Students will identify the health concerns that require collaborative decision-making and the short-and long-term consequences of health-related decisions. Students will develop advanced skills to make health decisions and set health goals.

### Exit Standards

Graduates of the Met should be critical thinkers. They should be able to reason empirically, use quantitative data to solve problems, look at a situation from many perspectives and communicate exceptionally well. They should be responsible, creative members of their community as well as life-long learners who continue to explore their interests and passions. With the aid of an advisor, each student is held to a personally challenging standard of work.

The Indianapolis Met expects all students to demonstrate that they have the necessary proficiencies in each of the learning goals as well as the Indiana Academic Standards. All students will be required to pass all graduation requirements mandated by the State.

Each Met graduate is expected to complete a senior project, a complex and challenging real-world piece of work that incorporates attention to all Met learning goals and Indiana Academic Standards. In addition, each student is required to prepare a 75-page autobiography in Modern Language Association or other acceptable college format. At least one chapter is based on the student's experience in the school. Although it is challenging for students, these autobiographies serve as a comprehensive view into the

students' lives and experiences that not only allow for personal reflection, but also illustrate the personal growth and maturity of the student to college admissions counselors.

These exit standards for the 12<sup>th</sup> grade illustrate what Met graduates will know and be able to do. Given the Indianapolis Met's highly personalized curriculum (one student at a time), each student will develop specific exhibitions and evidences that demonstrate proficiency.

### **Mathematics**

Students must be able to demonstrate that they are able to think quantitatively: to manipulate, visualize, and analyze numeric information in their workplaces and lives. They must demonstrate these proficiencies through specific components of their senior project as well as successful performance on state mathematics tests.

### **Language Arts**

Students must be able to demonstrate that they are able to communicate effectively, through reading, writing, listening, and speaking in their workplaces and lives. They must demonstrate these proficiencies through specific components of their senior project as well as successful performance on state English/language arts tests.

### **Social Studies**

Students must be able to demonstrate that they are able to think, learn, and perform as social scientists, understanding the historical, cultural, geographic, and other forces that have shaped and shape their lives and their society. They must demonstrate these proficiencies through specific components of their senior project as well as successful performance on state tests.

## **C. Curriculum**

Curricula are designed to meet the needs and interests of each individual student. Students, parents and advisors are involved in and responsible for the development of the student's Learning Plan.

Curriculum development starts with interests and passions. These will be incorporated into the student's Learning Plan to make it real for them

Development of the Learning Plan includes developing the Learning Plan team that includes the student, his or her parents, advisor, principal, mentor, and special education advisor (if applicable). The Learning Plan describes the work that will be done each quarter, how the learning goals will be met, the process and the products. The Learning Plan incorporates conceptualized learning for the student, allowing him or her to achieve educational goals while pursuing something that is of interest to him or her. It may include working with a mentor, developing an internship, taking college classes, and learning in specific areas where work is done on-line or in a computerized format.

Throughout the implementation of the Learning Plan the student demonstrates activity and proficiency through journaling, written materials, exhibitions and a portfolio.

An example of a Learning Plan is included in Appendix G.

In addition to the Learning Goals above, there exist grade level goals that are also incorporated into each student's Learning Plan. The plan is revised every 8 – 10 weeks and sets the expectations for the student's work, learning and skills building. Each plan will be developed with full knowledge of the Indiana Academic Standards for the particular area that is being covered. Through the exhibitions and products of the Learning Plan, the student will demonstrate mastery of the particular Indiana Academic

Standards that set the requirements for a particular subject area. Learning Plans are always built around exploring the student's interests and finding natural ways to integrate the Learning Goals. Each Learning Plan details a series of individual projects. Because each student's plan is unique to his or her own strengths, interests and challenges the issues of how to deliver services to remedial, accelerated, special education or English Language learners are less cumbersome than at a traditionally organized high school. The grade level expectations used to determine student progress and communicate to students and parents the academic culture of the school are as follows:

**Prior to School Start (Summer Immersion Program)**

- Enroll in school, making sure all agreements and documents are signed by student, parents and school personnel.
- Take the Measure of Academic Progress (MAP) test to establish a baseline for academic progress.
- Participate in any needed basic skills development indicated by standardized testing.
- Participate in Summer Immersion Program and learn the culture, design and expectations of the Indianapolis MET.

**Indianapolis MET 101: (9<sup>th</sup> Grade)**

- Follow your interests in the real world (Informational Interviews, Shadow Days and Learning through Internship Sites).
- Obtain a Learning Through Internship (LTI) site the first quarter.
- Meet with your full Learning Plan Team at least 4 times per year.
- Reflect on gaps in your learning and address them through project work, Learning Plans and basic skills instruction.
- Create at least four Learning Plans and publish them to your web-site.
- Complete the work in your Learning Plans.
- Build a portfolio of your work on-line.
- Save hard copies of your work, in an organized manner, in your Working Portfolio and your Portfolio Box.
- Exhibit your work publicly four times per year.
- Write in your journal 3 times a week.
- Schedule your time and goals weekly.
- Come to school every day, on time, prepared to make progress on goals.
- Be responsible for whereabouts and actions.
- Show respect for others and yourself.
- Take responsibility for the learning process.
- Take advantage of opportunities and make summer plans.
- Participate in all summer activities and remediation opportunities.
- Take part in mediations if conflicts arise.
- Take MAP test in the spring of the school year.
- Prepare for Graduation Qualifying Exam.

**Indianapolis MET 201: (10<sup>th</sup> Grade)**

- Meet all of the 9<sup>th</sup> grade expectations and
- Have a positive impact on the community (service learning).
- Do at least two in-depth LTI projects during the year.



- Read at least 5 books during the year.
- Create a resume.
- Present a Gateway Exhibition during the third quarter.
- Apply to senior institute.
- Begin to visit colleges and align to requirements.
- Work on each Learning Goal in depth.
- Create a graduation plan for the next two years to fill in Learning Goal gaps.
- Take the following standardized tests: MAP (fall), GQE (fall), MAP (spring)

### **Indianapolis Met 301: (11<sup>th</sup> Grade)**

- Meet all of the 10<sup>th</sup> grade requirements and
- Demonstrate heightened personal qualities and depth of work.
- Play a leadership role in the school.
- Get a Senior Thesis Project Proposal approved by committee.
- Read at least 6 books during the year, including two autobiographies.
- Write first 25 pages of your autobiography.
- Meet with college counselor and share information with your Learning Plan Team.
- Research five colleges and their requirements.
- Address any remaining gaps in college admissions requirement in your Learning Plan.
- Bring family to College Night.
- Visit at least three colleges.
- Create a draft of your college essay.
- Attend any appropriate college-level courses that fit with your Learning Plan.
- Begin to create a College Portfolio (resume, transcripts, essay, awards, best work).
- Take the following standardized tests: PSAT (fall), MAP (fall), GQE (fall/spring if not already passed), SAT/ACT (spring), MAP (spring).
- Schedule at least 4 college interviews throughout the year.

### **Indianapolis MET 401: (12<sup>th</sup> Grade)**

- Meet all of the 11<sup>th</sup> grade expectations and
- Complete an in-depth Senior Thesis Project.
- Meet consistently with your Thesis mentor.
- Contact a resource related to the Thesis at least every week and keep a log.
- Finish a 75 page autobiography.
- Complete the college Portfolio by winter break.
- Visit and interview at least 4 colleges.
- Apply for financial aid.
- Read one book each month (9 total, including 1 autobiography).
- Create a post-high school plan.
- Present your work and reflection at a graduation exhibition.
- Take the following standardized tests: MAP (fall), GQE (fall and spring if needed), SAT/ACT (fall if needed), MAP (spring).

The Indianapolis MET curriculum will differ substantially from that of a traditional high school in that, although it will address an integrated set of Met learning goals and the Indiana Academic Standards, the traditional fragmented and compartmentalized subject organization through stand-alone courses will be replaced by integrated, real-world learning experiences focused on specific areas of student interest. Moreover, these goals and standards are addressed by each student through different projects and learning opportunities, and demonstrations of mastery/proficiency are provided through several types of evidence, most tightly integrated within the learning opportunities. Such an approach provides several benefits over the traditional curriculum, particularly for students who have not done well with the traditional middle school curriculum.

### **Empirical Reasoning**

All student work is concerned with empirical reasoning: How do I prove it? Students are supported in their development and testing of hypotheses in both science and social studies. Often these hypotheses incorporate the use of quantitative reasoning as well. For example, students are challenged to read research in their areas of interest and to focus not only on the facts presented but on the processes that experts use to support their hypotheses. Students are challenged to analyze conflicting results and understand how different conclusions were derived. Students understand the processes of scientific investigation and design, conduct, communicate about, and evaluate such investigations.

Example: For her LTI, Janice works closely with a research biologist studying the polluting effects of real estate development on the water supply. She must learn the proper methods for collecting water samples, field-testing them, and conducting follow-up lab tests to analyze them.

### **Quantitative Reasoning**

All student work is concerned with quantitative reasoning: How do I measure or represent it? Quantitative reasoning includes attention to mathematic skills, but encompasses as well a way of thinking about, generating, and manipulating quantitative information to solve problems, ask questions, and understand the world. Students learn how to behave like a mathematician and to develop strategies to discover and evaluate what you need to know in order to continue learning. Although many math skills are used in quantitative reasoning, the emphasis is on authenticity and the open-ended complexity of the work. Students use data collection and analysis, statistics, and probability in problem-solving situations and communicate the reasoning used in solving these problems.

In quantitative reasoning, skills are a means to an end. Skills are used to reason through problems, and to understand situations more fully. Facility with basic math concepts makes deeper reasoning possible. Understanding abstract concepts helps students to learn from a specific project and to generalize in a novel situation. In a typical math classroom, skills are an end in themselves, and abstract concepts are taught as just that – abstractions.

Example: Juanita created a book on relevant issues for teens. She needed to write a grant proposal to a local foundation to publish her book. She had to learn algebraic formulas, cost matrices, feedback, and budgeting concepts. In the proposal, she used these new skills as she outlined the cost per printed page and distribution plan. Along with the printed book, she successfully developed a business and production plan.

### **Social Reasoning**

All student work is concerned with social reasoning: What do (have) other people say (said) about this? Students are challenged to understand and use diverse and historical perspectives to reason and solve problems. For example, students learn how to identify and synthesize different points of view about a single topic work event. They learn how to incorporate an understanding of the past into their current

work. Students understand the chronological organization of history and know how to organize events and people into major eras to identify and explain historical relationships.

Example: Darren has his LTI with the City Attorney's office. He uses computer databases and archives to research juvenile crime statistics over a twenty-year period of time, focusing on his school neighborhood. He also investigates successful crime prevention programs. He publishes a crime prevention brochure and is invited to present what he has learned to the Rotary Club and the Urban League.

### **Communication**

All student work requires extensive application of reading, writing, listening, and speaking skills. Because many of the Indianapolis MET's students are likely to have substantial deficits with respect to literacy skills, the curriculum will be highly individualized and guided by a personalized literacy plan for each student who is two or more years below grade level in reading.

In addition to the attention to communication skills as part of LTIs and related project work, the Indianapolis Met will implement several curriculum and instructional strategies to address anticipated literacy needs.

- All students will read silently for at least one-half hour every day.
- Advisors will listen to each student read at least once every week and document reading observed.
- All students are required to read books and articles relating to their LTI, as part of a book group and as part of their independent reading concerning their interests.

For all readings, the advisor and student should be asking the following three questions. This should be consistently used in every activity and become a habit of mind for reading:

Text to world – How does what you are reading relate to the world?

Text to self – How can what you are reading be framed around yourself?

Text to text – How does this text relate to another text (or movie)?

Example: Pedro hopes to be a news journalist and he chooses a variety of journalism internships during his career at Indianapolis MET. His personal goals include developing a unique writing style, having articles published in the *Indianapolis Star* and building up a solid knowledge base of the issues and people of Indianapolis. In the beginning of his fourth year, his mentor from the Star and a Professor of Journalism from Indiana University meet with Pedro to critique samples of his writing and direct his learning program for the year to help him achieve his goals.

### **Personal Qualities**

All students are challenged to develop their personal qualities as part of their learning and work. They build interpersonal skills, develop leadership abilities, and design and implement community service learning projects.

Example: Imelda designs an after-school athletics program at a local elementary school. She creates the activities schedule, enrolls participants, arranges for equipment and facilities, recruits volunteers, and gets the sponsorship of a player from the Indianapolis Colts. The highlight of the program is a personal appearance by the Colts player, who leads kids in a workout and then plays touch football with them.

#### D. Assessment

##### Test Scores and the Met School

Big Picture Schools® use a complex array of assessment tools to determine student achievement and progress. These tools include portfolios, narratives, journaling and exhibitions. As in Indiana, Rhode Island holds schools accountable for the performance of students on standardized tests. The Met School students take the New Standards Reference Examinations (NSRE) as required of all public school students in Rhode Island. This test is similar to the ISTEP testing required in Indiana and consists of 7 subtests: Mathematical Skills, Mathematical Concepts and Mathematical Problem-Solving, Reading: Basic Understanding, Reading: Analysis and Interpretation, Writing: Effectiveness, and Writing: Conventions. The test results present a snapshot of a student's ability at a fixed point in time and are not reflective of progress over a school year. In addition, they are administered to 10<sup>th</sup> grade students, less than half-way through their Met experience. The experience of the Big Picture Company indicates that their progress is not necessarily linear and equal in all four years; considerable growth occurs as late as the senior year. Most students enter the ninth grade with substantial deficits in literacy and numeracy that are not likely to be overcome in a year or two.

##### 2002 Results

###### Mathematical Skills Proficiency:

Met Students	16%
Providence Public Schools	Range from 6 – 15%
Magnet and Alternative	20%
Statewide	47%

###### Problem-Solving:

Met Students	none
2 other Public Schools	none
Providence Public Schools	6%
Statewide	22%

###### Mathematical Concepts:

Met Students	4%
Magnet High Schools	< 4%
Providence Public Schools	10%
Statewide	25%

In response to concerns about the standard mathematical test results, the Met has worked with a university mathematics professor to develop new approaches to integrating mathematics concepts and quantitative reasoning skills into student projects. In fact, when graduating Met students were interviewed, many of them indicated that they would have liked to have more mathematics instruction in Met classes. The response to these concerns is an example of the Big Picture Company's desire to continually improve its model.

Met students produced more favorable results in Language Arts portions of the NSRE.

###### Reading Basic Understanding:

Met Students	27%
Providence Public Schools	23% (Magnet) 11 to 19% (others)
Statewide	41%

###### Reading Analysis and Interpretation:

Met students	20%
Magnet Schools	15%
Non-magnet Schools	4 to 9%
Statewide	36%
Writing Conventions:	
Met students	51%
Magnet Schools	43%
Non-magnet Schools	24 to 45%
Statewide	65%
Writing Effectiveness:	
Met students	2%
Magnet Schools	15%
Non-magnet Schools	4%
Statewide	35%

Students at the Met who were administered the Metropolitan Achievement Test in the fall and spring of their 9<sup>th</sup> grade year showed an average gain in knowledge of the equivalent of 1.9 grade levels in math and 1.4 grade levels in reading.

Recently, Big Picture Schools have reported an increase in standardized tests scores as reflected in the standardized test results from Shenandoah High School, a Big Picture School® in California.

With only ninth-grade students, Shenandoah High School saw strong levels of achievement on the 2003 examination, as three of the four grade-level average scores topped the 70<sup>th</sup> percentile. The 79<sup>th</sup> percentile achievement level in ninth grade reading was the high mark for the school, followed by a 75<sup>th</sup> percentile in language and a 70<sup>th</sup> percentile average score in science. Only the math score (65<sup>th</sup> percentile) fell below the top 30% of student achievement in the nation. The 79<sup>th</sup> percentile score in reading was the highest reading mark in the District, while the 75<sup>th</sup> percentile in language tied Oak Ridge for the high mark on the 2003 testing.

Shenandoah freshmen also set a high mark on the 2003 California Standards Test in English/Language Arts with a 70% proficiency average. Math scores were less impressive (Algebra 1-5% proficiency and Geometry 17% proficiency) as the school works to refine the delivery of the math curriculum within the unique structure of the charter school.

#### Assessment at the Indianapolis MET

Ongoing assessments, conferencing and narrative reports provide in-depth formative feedback to students and their personal support team in strengthening the quality of students' work and their understanding of themselves as learners. The assessment process begins in September with diagnosis of students' disciplinary, intellectual, personal, and interpersonal skills and learning styles. The process draws upon parent reflection and feedback, teacher observation, student self-evaluation, and peer feedback on student work and participation in challenging team building activities, school-wide projects, writing assignments, or other methods. Formal meetings of students' full personal support teams occur monthly to examine their work, review progress towards the learning goals and interim benchmarks, and improve their individualized learning programs. On a regularly scheduled basis, teachers prepare narrative progress reports and recommendations based on their observations, students' work and written self-reflection, and progress reports from the students' mentors; these evaluate qualitatively how well each student is performing in relation to established benchmarks for the Met's students. The Indianapolis MET will collect data on its graduates in order to assess the long-term impact of its program on student success.

Goodwill Education Initiatives recognizes that, while standardized testing is not the only means of assessing student progress, it is one means of doing so. In response to concerns about test scores and our very real concern that students be exceptionally prepared for the workplace or for higher education opportunities, GEI plans to administer the Measures of Academic Progress (MAP) to students twice yearly, generally in the spring and fall. The MAP is published by the Northwest Evaluation Association (NWEA). The MAP is used to assess where each student is and to tailor his or her curriculum to address any shortcomings. Additionally, the built-in ISTEP predictor can be used to determine which students may be at risk of failing ISTEP. The MAP is used in assessment of students in both traditional public schools and charter schools. Ninth graders will take a pre-test at the time of registration so that Indianapolis MET staff can assess their starting point. Each student's Individual Learning Plan will detail any basic skills development that should take place in order for students to achieve at or above their grade levels.

### Summer Workshops

The Indianapolis MET will provide students with intensive immersion opportunities in the summer preceding their 9<sup>th</sup> grade year. These opportunities will include, but may not be limited to:

- A mathematics immersion program to explore basic mathematical concepts and enhance problem-solving abilities
- A reading immersion program to improve vocabulary, reading comprehension and writing practice
- Self-paced computer-based instruction in math, science, social studies and reading/writing/expression
- ELLIS software for improving English language skills
- Tutors and mentors to work with students on a wide variety of subjects
- Test-taking strategy workshops
- Test anxiety workshops
- Critical thinking exercises and workshops
- Work groups and study groups for collaborative exploration of content areas

During the school year, the Indianapolis MET students will continue to have access to the ELLIS software and computer-based educational software. In addition, students will be paired with tutors and mentors according to their interests, abilities and desires. Workshops will be offered on a periodic basis through Goodwill Industries Youth Services and by Indianapolis MET staff.

### **Authentic Assessment**

Assessment is a key area for the Met. Students must thoroughly document their work to determine if they are fulfilling their Learning Plans. Elements of assessment include the following:

- *Learning Goals:* The Learning Goals are a series of academic and personal goals that comprise the expectations for each student. Students set Learning Goals each quarter.
- *Exhibitions:* Each quarter, students present an Exhibition of their learning to a panel of parents, students, teachers, and others. The Exhibitions give students the opportunity to present evidence of learning, demonstration of mastery of skills and knowledge, and progress made on the Learning Plan.
- *Narratives:* The Met promotes a culture of writing, where every student and staff member actively seeks to become a proficient writer. Following each Exhibition, advisors write 1-2 page descriptions of the student's progress throughout the quarter. Students write personal narratives reflecting on their Exhibition. These documents serve two purposes: first, they become entries in the student's Portfolio (described below), and second, they become evidence of academic progress. Narratives take the place of letter grades, providing much deeper analyses of the student's work, personal and academic accomplishments, and areas for improvement.

- *Portfolios*: Students must thoroughly document their work and learning by building portfolios. The Met uses carefully structured portfolios as an occasion for learning. There are four types of portfolios used at the Met, each having a clearly articulated framework. The *Working Portfolio* contains all of the student's current Learning Plan work. The *Portfolio Box* archives finished projects and drafts of writing. *Final Presentation Portfolios* are created at the end of the year and show growth through the year and examples of best work. Seniors create *College Portfolios*, smaller, professionally presented compilations of the student's resume, transcripts, recommendations, awards, and best work; this portfolio is used when applying for further education or career opportunities.
- *Gateway Requirements*: To prove that they are ready to enter the second half of their Met education, called Senior Institute, students at the end of their second year must fulfill the Gateway Requirements. This includes giving a preliminary in-depth Exhibition during which students present a special portfolio to a select panel, revising the work in the portfolio based on questions and suggestions from the panel, and presenting a second Exhibition. The second presentation must include four letters of recommendation, a completed Final Presentation Portfolio of work from the initial Exhibition, a final reflective essay explaining why the student is ready for Senior Institute, and an interview with the same select panel.
- *Graduation Requirements*: In addition to completing the curricular requirements aligned to state policy, there are specific graduation requirements for seniors. First, each student must write a 75 page autobiography that includes a chapter on the student's experiences at the Met. Seniors must also complete a Senior Thesis Project, which involves a large, integrated, challenging project through which the student gives back to the community. As part of the Senior Thesis Project, students must also write a 15 page, fully-cited, formatted Thesis paper. Seniors must also go through College Preparation and Application, where they compile their College Portfolios, take the ACT and/or SAT, complete financial aid and scholarship applications, and take at least one college class while in high school. Finally, each potential graduate must complete the 18 learning goals in Met 401. Examples of these goals include demonstrating heightened personal qualities and depth of work, playing a leadership role in school, and reading at least one book a month.

#### **E. Support for Learning**

The type of school culture the Indianapolis MET will provide has been mentioned throughout this document. We will teach "one student at a time" using personalized Learning Plans and customized, contextualized education opportunities for all students. The Indianapolis MET will be a place where all students can be successful and can develop the skills to be effective lifetime learners.

In addition, the Indianapolis MET will be a place where families (parents/guardians) are expected to become part of the school culture. As the material for the Met in Providence says, "we enroll families." Parents/guardians will be required to sign a learning agreement along with the student as part of the enrollment process. They will be encouraged to take an active part in the development of their student's Learning Plan. Parents will also receive regular communication from advisors on the educational development of their students. In the culture of this school parents will become accustomed to calls from school personnel to let them know the positive things their student is accomplishing.

Faculty will have a difficult job at the Indianapolis MET. The advisors will be asked to make a four year commitment to their Advisory to be with the students throughout high school. This close relationship extends beyond the school day, being described as a "24/7" job by advisors at other Big Picture schools. Advisors not only know the students well but also become a part of the families of the students in their advisories. Because this type of work can be stressful and emotionally draining, faculty will have a

significant amount of time for professional development. One day a month has been set aside to give the staff time to learn, refresh and rejuvenate.

Within the Big Picture model student discipline issues are handled within the advisories. Appropriate behavior is expected and demanded by the faculty. Although certain behavior will not be tolerated where there is a safety issue involved, such as bringing a weapon to school, other behavior that would have a “zero tolerance” policy in a larger school will be used as a “teachable moment” for students. An advisor from the Met in Providence RI related an experience where two female students got into a shoving match at school. In a zero tolerance environment, they would have been suspended or possibly expelled. In the Big Picture environment, she used that experience to teach the students how that kind of behavior hurts many people. She brought the girls and their parents together, and the girls involved in the incident had to write and read aloud a letter of apology to the parents of the other girl. In this instance the facing of the consequences and the emotional upheaval of their behavior was much more powerful to their learning than being suspended and sent home for a certain number of days.

A school behavior policy and code of conduct will be developed well in advance of the school’s opening.

During the operation of TechWest, the satellite high school operated by Goodwill Industries of Central Indiana, Inc., the students’ behavior rose to the expectation of the adult environment in which they were located.

It is also the vision of GEI that the school become a learning center for the community in which it is situated. To the extent that financial resources are available, classrooms will be open in evenings for families and community residents to take part in structured learning activities and individual endeavors. The school will be equipped with computer-based instructional packages, and options for community residents may include taking English language instruction, preparing for a GED, learning computer skills or taking a college class. Goodwill also plans to make some of its employment services available at the Indianapolis MET during evenings. In addition, Goodwill will assist family members and neighborhood residents in gaining access to additional community services provided by many of the organizations that collaborate with Goodwill. That list of community collaborators is included in Appendix B of this application.

## **F. Special Student Populations**

### ESL Learners

The Indianapolis MET anticipates that some of the students will have a native language other than English. While a majority of these students are likely to speak Spanish at home, based on our experiences with English-as-a-Second Language instruction at Goodwill Industries, students may be from many different cultures or speak a variety of different languages. In fact, at one time, IPS English-as-a-Second Language classes at Goodwill Industries hosted students from more than 25 countries and who spoke more than 50 languages and dialects. Therefore, Goodwill Education Initiatives will not assume that Spanish Language assistance will be sufficient to serve this population. Because the school will be located at Goodwill Industries, students will be able to access ESL instruction and assistance through the IPS program at Goodwill or through the alternative ESL classes at our Youth Learning Center. Furthermore, Goodwill Industries has a Learning Lab with ELLIS software that can be made available to Indianapolis MET students and their families. Special tutoring will be provided for students who need extra assistance.

### Special Education

Goodwill Education Initiatives and the Indianapolis MET will follow all state and federal regulations regarding special education with the goal of complete inclusion for students with special needs. We will



contract with the Special Education Virtual Co-op and work with special education consultants to assist these students with any concerns.

Indianapolis MET will contract with Goodwill for many special services. Goodwill has been working with people with special needs for more than 70 years. Currently, Goodwill operates a School-to-Work Transition Program through our Industrial Services Division that assists students from the Indiana School for the Blind and the Indiana School for the Deaf. In addition, Goodwill has extensive experience working with people with developmental delays, physical disabilities and mental illnesses. We have case management staff available to assist with a wide variety of barriers. Goodwill offers a communication improvement program in basic skills and life skills such as budgeting, etc. In addition, interpretive services are available for those who are hearing-impaired. Goodwill has a close working relationship with Vocational Rehabilitation and other organizations that can assist students and their families. Furthermore, Goodwill currently collaborates with the Department of Workforce Development and Crossroads Rehabilitation Center on a Customized Employment Grant designed to increase the capacity of the State One-Stop system to serve people with disabilities. Special adaptive equipment as well as other services would be available to students and their families under this grant.

Because the philosophy of the Big Picture Company is “one student at a time,” students with special needs will each receive assessment and an Individual Education Plan (IEP). Special accommodations will be made for community-based experiences and transportation for students with special needs. This can be facilitated by Goodwill’s Director of Disability Services and his staff

#### Gifted Students

As previously emphasized, advisors at the Indianapolis MET will know their students well. Developing a clear understanding of a student’s strengths and weaknesses will be instrumental in the successful design of a challenging, rigorous Learning Plan, and students who excel academically will be challenged on an individual basis via the Learning Plan. They will also be engaged in their internships and have their progress monitored and reevaluated by their advisor, with input from members of the student’s Individual Learning Plan team. This is an ideal situation for gifted students, as they can tailor their learning experiences to their individual needs and not be restrained by the sometimes sluggish pace of a traditional high school classroom.

Additional strategies to meet the needs of gifted students might include:

- Attendance in classes at a local college or university
- Enrollment in an A.P. class at another local high school
- Special LTIs tailored to their advanced abilities
- Participation in foreign exchange programs

#### **G. School Characteristics**

##### **School Calendar: 2004-2005 School Year**

The school year will be 180 days for students, 190 days for teachers, excluding summer teacher training and the summer immersion program.

July 1- August 13	Summer teacher training and 9 <sup>th</sup> grade immersion program
August 16	Teachers report for regular school year
August 23	First Day for official start of school year
September 6	Labor Day Holiday

Indianapolis Metropolitan Career Academy  
School #2

September 10	Staff Development Day, no school
October 11	Columbus Day Holiday, no school
October 20	End of first quarter
October 21/22	Staff Development days, no school
November 12	Staff Development day, no school
November 25/26	Thanksgiving Holiday
December 10	Staff Development Day, no school
December 20-31	Winter Holiday break, no school
January 4, 2005	School resumes
January 14	Staff Development Day, no school
January 17	Martin Luther King Day, no school
January 24	End of first semester (45 days/students and 52 days/advisors)

January 25	Second semester begins
February 11	Staff Development Day, no school
February 14	President's Day, no school
March 11	Staff Development Day, no school
March 17	End of Third Quarter
March 28 – April 1	Spring Break
April 8	Staff Development day, no school
May 13	Staff Development day, no school
May 30	Memorial Day, no school
June 14	Last day of school for students/end of second semester
June 21	Last day of regular school year for teachers

Notes: Quarters are 45 school days in length. Semesters are 90 school days in length.  
Staff development days scheduled second Tuesday of each month unless there are other staff development days scheduled that month (October).

The Indianapolis MET will be open from 7:00 am into the evening. Official school hours will be 9:00 – 3:00, but special projects, independent study or internships may extend longer than the official day. The students will attend 180 days during the regular school year. There will also be summer enrichment activities during which students will work on special projects, learning experiences or basic skills development. The teachers will be contracted for 195 days during the regular school year, but they also will be participating in learning activities during the summer break. Although no extra-curricular activities are planned initially, they will be developed depending on the interests and needs of the students. Many of the extra-curricular activities at the Met School in Providence have been the result of efforts of the students as part of their internships or Learning Plans.

#### A Day in the Life of a Student at a Big Picture School

Though each day is flexible and unique to each student, there is a basic framework to the student's experience in a Big Picture school. The LTI (internship) days – Tuesday and Thursday - have a similar schedule to one another and the "in school" days – Monday, Wednesday, and Friday – are similar to one another.

An "in school" day at a Big Picture School starts with Pick Me Up, the all school meeting designed to bring everyone together, orient them to the day and inspire them in their work. Pick Me Up leads to Advisory time, during which each Advisory meets as a group to schedule their time, learn new skills, explore interests, bond with one another, prepare for exhibitions, etc. The Advisory will meet again, later in the afternoon to check in with the group, run an activity or lesson, plan for the future, reflect on the

day, plan a trip, work with another Advisory, or get organized. Advisory time can vary by day and by advisor. If an activity is going well and needs more time, the advisor has the flexibility to lengthen the activity. On the other hand, if exhibitions are near and students need more time to prepare their work, the advisor may decide to shorten Advisory time. The rest of the day (except for lunch) is independent work time. During this time, students work on their projects and other work detailed in their Learning Plan. They meet with their advisors individually to plan their work for the week, check in on specific goals, and learn skills and information specific to their projects. This independent work time is also time during which the school could choose to run a “book group” or workshop on use of Excel in projects. Many Big Picture schools have silent reading after lunch. In general, this time is open and designed to be planned for the specific needs of the students to meet the goals in the Learning Plan. The space will look like a busy newspaper room where people are moving around, all working on different projects at the same time.

During an LTI day, the student is generally not in school at all. Once the students explore their interests in the real world by way of informational interviews and shadow days and finally secure an internship for those two days a week, they spend those days at the LTI site working with their mentor on projects set up by the student, mentor, and advisor. The advisors travel to see the students at the internship site those days. Before students have a secured LTI, they work at school on Tuesdays and Thursdays to explore interests and plan informational interviews with potential mentors, or they are in the community shadowing or participating in social service projects.

#### A Typical Week in the Life of a Student

A Typical Week in the Life of a Student						
	Monday	Tuesday	Wednesday	Thursday	Friday	
9-9:30	PMU	LTI or LTI search	PMU	LTI and LTI search	PMU	
9:30-10	Advisory		Advisory		Advisory	
10-11	Independent Work		Independent Work		Independent Work	Independent Work
11-12						
12-12:30	Lunch	Lunch	Lunch	Lunch	Lunch	
12:30 - 1	Silent reading	LTI or LTI search	book group (to 1:30)	LTI and LTI search	Silent reading	
1:00 – 2:30	Independent Work		Independent Work		Independent Work	
2:30 – 3:00	Advisory		Advisory		Advisory	

#### IV. Organizational Viability and Effectiveness

##### A. Enrollment/Demand

As mentioned earlier, TechWest has enrolled second semester sophomores who were deemed at high risk of dropping out. Students attended school in the adult environment at Goodwill. In addition to their academic classes, they received instruction in life skills and computer skills (earning industry certifications), and some students participated in internships. The students then returned to Northwest High School the second semester of their junior year to complete their education.

As the students were transitioning back to Northwest High School, most expressed a desire to continue with TechWest. Although they wanted the high school experience, they realized that they were better off in the smaller, more focused environment at TechWest. In addition, parents of the students almost unanimously voiced a desire that their children be allowed to continue at TechWest. They saw in their children the results that had been touted in the research: that some students thrive in small, personalized settings.

In the second year evaluation of TechWest, the positives cited by the parents about how the program benefited their students included:

- Developed a better attitude/disposition
- Became a better student
- Enjoyed going to school, became more comfortable there
- It taught him to think about the people he was running with and to know that anything could happen in a blink of an eye.
- There was a drastic change; it turned him around totally. He went from hating school to loving school. It broke his heart to have to leave. He probably not would have graduated had it not been for TechWest
- He became more responsible.

This small sample of parents and students convinced those working with them that a smaller learning community with personalized attention could benefit many students who previously had not been successful in a more traditional school setting. In fact, some officials estimated there were between 2,000 and 3,000 students in IPS high schools who could benefit from TechWest. This experience, as well as research and results experienced by the Big Picture Company and the Met School, led us to use a small school as the model to form the basis of our education endeavor.

The Indianapolis Metropolitan Career Academy (Indianapolis MET) will have a capacity of 120 students. We plan to enroll 60 ninth graders in 2004 and reach capacity no later than 2007.

### Marketing and Recruitment

The Indianapolis MET will be assisted by Goodwill Industries for the development of the marketing and recruitment plan. The Indianapolis MET will also be heavily publicized throughout the Goodwill/Work One network.

The student recruitment plan will include making extensive use of many of Goodwill's relationships with other organizations including those with which Goodwill currently collaborates in serving in-school youth. In addition, we will contact churches, community organizations and a variety of youth-serving organizations to publicize the school to parents and students. Public relations will be a strong element in the planned efforts to create awareness.

Once the school is operational, parents of current students, as well as students themselves, will be asked to assist with recruitment. Such an approach has been very successful in other Big Picture Schools®.

Part of the philosophy of Big Picture Schools® is "We enroll families." The Indianapolis MET will work through all networks available--workforce, community, faith-based--to make potential prospective students and families of prospective students aware of the opportunities and educational options available to them.

When recruiting and enrollment begins, the Indianapolis MET will take applications from parents and students who desire to be included in the class. If the number of applications is equal to or less than available classroom spots, all applications will be accepted. If the number of applications is greater than available classroom spots, a lottery will be held on a specified date to fairly select students who will enter the school. Those students who are not chosen if a lottery is held will be kept on a waiting list, in order of their selection in the lottery, in case there are openings in the class for new enrollees.

The culture and academic requirements at a Big Picture School® are so different from those of a traditional school, experience has proven it is best to start a new Big Picture School® with ninth grade only. Accordingly, in its first year, the Indianapolis MET will enroll students for ninth grade only. As these students progress to the tenth grade, another ninth grade class will be added. Students in the eleventh and twelfth grades help teach the new students how classes operate. The Big Picture Company refers to it as “spreading the culture” within the school. If there is attrition of upper grade students, then some applications may be taken for open slots for those positions in a school. That process will be handled in the same way as the ninth grade enrollment. Based on experience of other Big Picture Schools®, the rate of attrition is expected to be quite small.

## **B. Human Resources**

As previously mentioned, each student belongs to an Advisory composed of 15 students who remain together for all four years of the high school experience. Teachers at the Indianapolis MET, as with all Big Picture Schools®, are known as advisors. They are the key adult guides and resources in the personalized education of each student in the Advisory.

The advisor is a coach, mentor, teacher, manager and friend. Advisors guide students in learning how to manage their time, plan their work, find internships and complete projects. Advisors coach students in building authentic learning experiences inside and outside of the school building.

As the leader of a small learning community within the school, the advisor is a generalist who facilitates team and trust-building activities and helps the Advisory form a group identity while building a culture of respect and diversity. To promote shared decision-making and a democratic environment, the advisor gives students a voice and choice in planning and facilitating the Advisory and strives to develop each student’s leadership skills.

The School Director will be hired first, utilizing a joint interview process involving the Big Picture Company and Goodwill Educational Initiatives. The School Director plays a vital role in the recruitment and hiring of advisors for the school. The School Director will participate in training and development provided by the Big Picture Company. This training and development has been funded by the Bill and Melinda Gates Foundation in an effort to replicate and grow Big Picture Schools® in a number of cities.

Once the School Director has completed initial training, advisors will be hired. This will begin early in the second quarter of 2004. Recruitment efforts will include ads in newspapers, university placement services and professional publications. Goodwill’s Department of Employee and Organization Development will assist in the recruitment and hiring process, which will involve multiple interviews, targeted selection and assistance from the Big Picture Company. According to Elliot Washor, co-founder of the Big Picture Company and the MET School, hiring of advisors involves “interviewing well and selecting wisely.” The Indianapolis MET will work closely with the Big Picture Company in this process to learn from their experience and hire the appropriate advisors for the school. Advisors will be asked to make a commitment to stay with the school and their advisories for four years.

The Big Picture Company provides professional development training for School Directors and advisors. They use a fully operational television studio at the MET School in Providence, RI to transmit regular training sessions to all Big Picture Schools®. In addition, there is an annual gathering of all Big Picture School® personnel from across the country in Providence, RI in the summer months to provide intensive professional development with all advisors and school staff. While curriculum, school culture and small schools training are being handled by the Big Picture Company, the Indianapolis MET will conduct additional professional development locally. This training may include the following:

- First Aid and CPR training
- Working with urban youth
- Labor market trends in Central Indiana
- Extensive training on jobs, training and future trends in education and employment
- Working with students with disabilities

The staff evaluation system will support and be aligned with the school's mission and educational philosophy.

The Indianapolis MET will hire the following professional staff for the school that will open in August 2004. Staff job descriptions are included in Appendix I.

<b>Staff/Faculty Positions</b>	<b>Number</b>			
	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>
<b>School Director</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>
<b>Advisors</b>	<b>4</b>	<b>4</b>	<b>6</b>	<b>8</b>
<b>LTI Coordinator</b>	<b>.5</b>	<b>.5</b>	<b>.5</b>	<b>.5</b>
<b>College Planning Counselor</b>		<b>.5</b>	<b>.5</b>	<b>.5</b>

Non-academic support services such as marketing, public relations, information technology, accounting, human resources management and building maintenance services will be provided by Goodwill Industries of Central Indiana, Inc. through a contractual arrangement with Goodwill Education Initiatives, Inc. The objective is to make use of Goodwill's extensive infrastructure to provide needed services at a lower cost to the school than might otherwise be possible.

Special Education Services will be contracted with the Charter School Virtual Co-op. These services will be negotiated with Ball State University and included in the budget for the school.

#### A Day in the Life of Typical Advisor

The position of an advisor at the Indianapolis Met is a 4-year journey. Each advisor is responsible for 15 students within his or her Advisory, facilitation of parent, student and mentor meetings, and for measuring the progress of each student as he or she goes through the year. The advisor is also responsible for the internship placement of each student in his or her Advisory.

The advisor's day starts with arrival at school at 8:00. The school day goes from 9:00 –3:00. Advisors have staff meetings two afternoons a week until 5:00. Advisors also must be available for evening activities-exhibitions, Learning Plan meetings and family nights an average of one evening a week. The school day consists of Pick Me Up, a group activity within the Advisory. Then the group will divide into work on individual projects or learning activities. Students are in the community two days a week working on internships. The advisor is expected to visit internships weekly, talk to students daily and visit mentors monthly.

<u>Compensation Structure for Faculty/Staff</u>	<u>Base Salary</u>
School Director	\$75,000
Advisors (4)	40,000 each
LTI Coordinator (.5 FTE)	20,000
College Counselor (.5 FTE starting year 2)	20,000
Special Ed Teacher (.25 FTE)	11,250
School Nurse (contract)	25,000

### Benefits

Benefits are calculated at 30% of salary except for contract employees. Benefits include the following:

Health Insurance: School personnel will be eligible to participate in the health insurance plans offered by Goodwill Industries.

Life/Long/ Short Term Disability: School personnel will be eligible to participate in these insurance plans offered by Goodwill Industries of Central Indiana, Inc.

Retirement: School professional personnel will participate in the Indiana Teacher Retirement Fund. Non-professional personnel will participate in the retirement options offered by Goodwill Industries.

Professional Development: Professional development is critical to the success of any educational endeavor. It is particularly important to an endeavor in which a school is being started that has a culture very different from the traditional school offerings. Advisors in the Indianapolis MET must learn how to function effectively under the Big Picture model being offered. In addition, the advisors must be able to adapt the model, under the direction of the School Director, to meet the specific academic requirements of schools based in Indiana.

The Indianapolis MET will contract with the Big Picture Company (BPC) to provide professional development for advisors on all aspects of the Big Picture model. All advisors and academic staff will attend the summer institute in Providence, RI offered by the BPC where the Big Picture model is taught, reinforced and improvements introduced. BPC will be producing professional development segments that will be telecast to all Big Picture Schools® around the country to enable professional development to be continued throughout the school year.

The Indianapolis MET is also uniquely situated to receive training from staff at or arranged by Goodwill Industries of Central Indiana, Inc. This training will include information on the labor market, jobs and education/training needed, employer expectations and employer connections. With this link between the Indianapolis MET and Goodwill Industries of Central Indiana, Inc., the advisors and students will be able to tie education and learning directly to employment requirements. The Big Picture model stresses the providing of education in a context of employment needs. The close relationship between the Indianapolis MET and Goodwill Industries of Central Indiana, Inc. will allow that information to flow freely.

Indianapolis MET advisors and School Directors will also participate in professional development opportunities offered locally and at national forums. The school will be a member of the Charter School network that has been established in Indiana. Training opportunities will be sought out by School Directors and advisors to further learning for all involved. As is the policy with Goodwill Industries of

Central Indiana, Inc., employees of GEI will also have the opportunity to receive tuition reimbursement for taking college classes that relate to their positions within the organization.

**C. Governance and Management**

The Indianapolis MET will be operated by Goodwill Education Initiatives, Inc. (GEI). GEI will be a 501(c)(3) entity with close ties to Goodwill Industries of Central Indiana, Inc. GEI will be the charter holder and policy maker for all schools operated by this entity.

GEI will have a Board of Directors composed of a minimum of seven and a maximum of eleven members, a majority of whom must be actively serving Directors of the Board of Goodwill Industries of Central Indiana, Inc. (GICI) or the Board of Goodwill Industries Foundation of Central Indiana, Inc. (GIFCI). The President/CEO of GICI will be the President/CEO of GEI and will be a non-voting ex-officio member of GEI's Board.

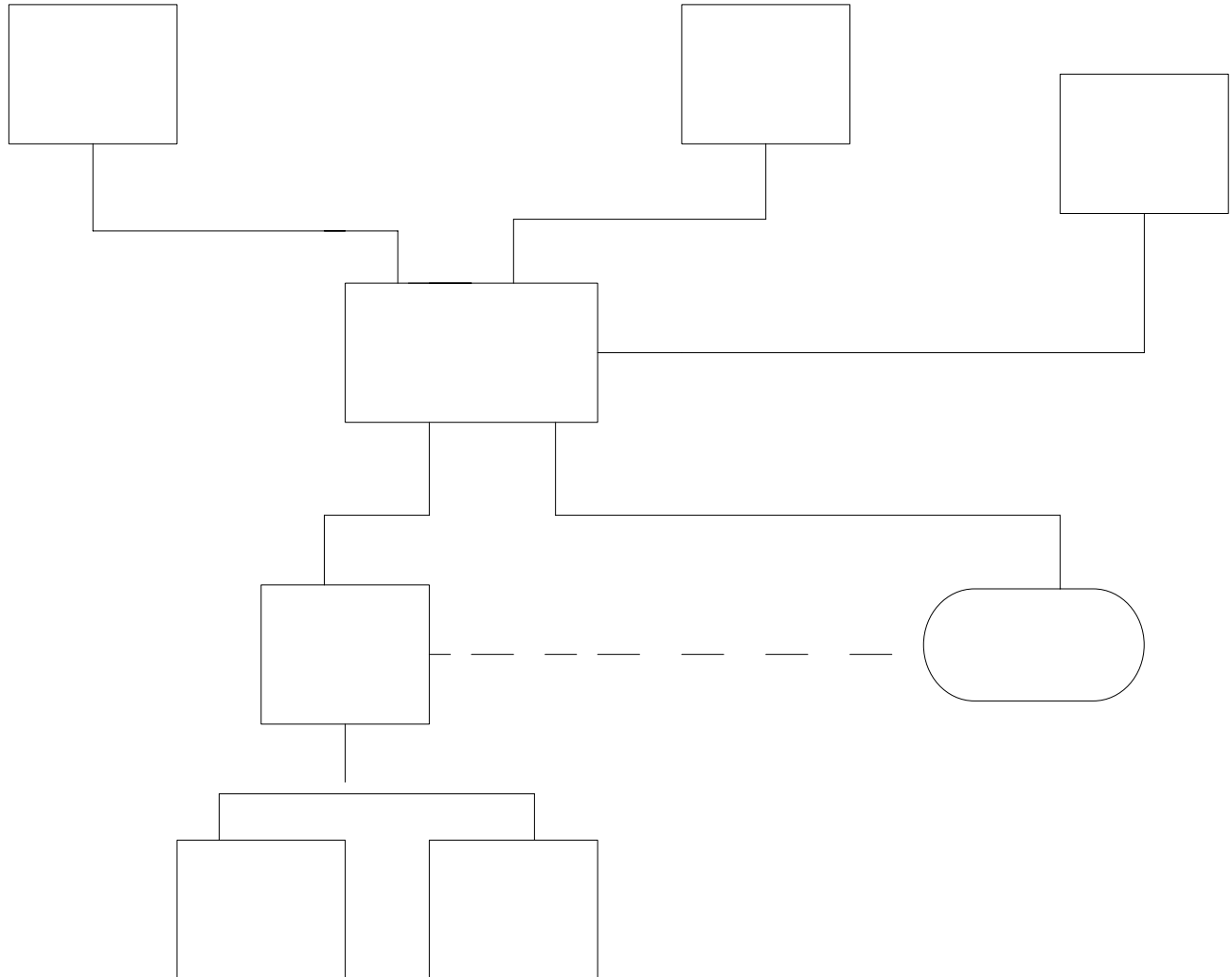
The President/CEO of GEI will designate a Chief Administrative Officer for GEI who will be an employee of GICI. The School Director will report directly to the CAO, who will report to the President/CEO, who will report to the Board.

The School Director and all staff will be employees of GEI, with the staff reporting directly to the School Director. All non-academic functions of the school (human resources, information technology, building maintenance, marketing/public relations, fund raising, accounting and food services) will be provided by Goodwill Industries under contract with GEI. The Chief Administrative Officer will be charged with arranging for and maintaining the provision of all non-academic support services needed by the school, thus enabling the School Director and staff to focus nearly all of their time and attention on the education of the students.



## Organizational Chart: Indianapolis Metropolitan Career Academy

### Goodwill Education Initiatives Organizational Chart

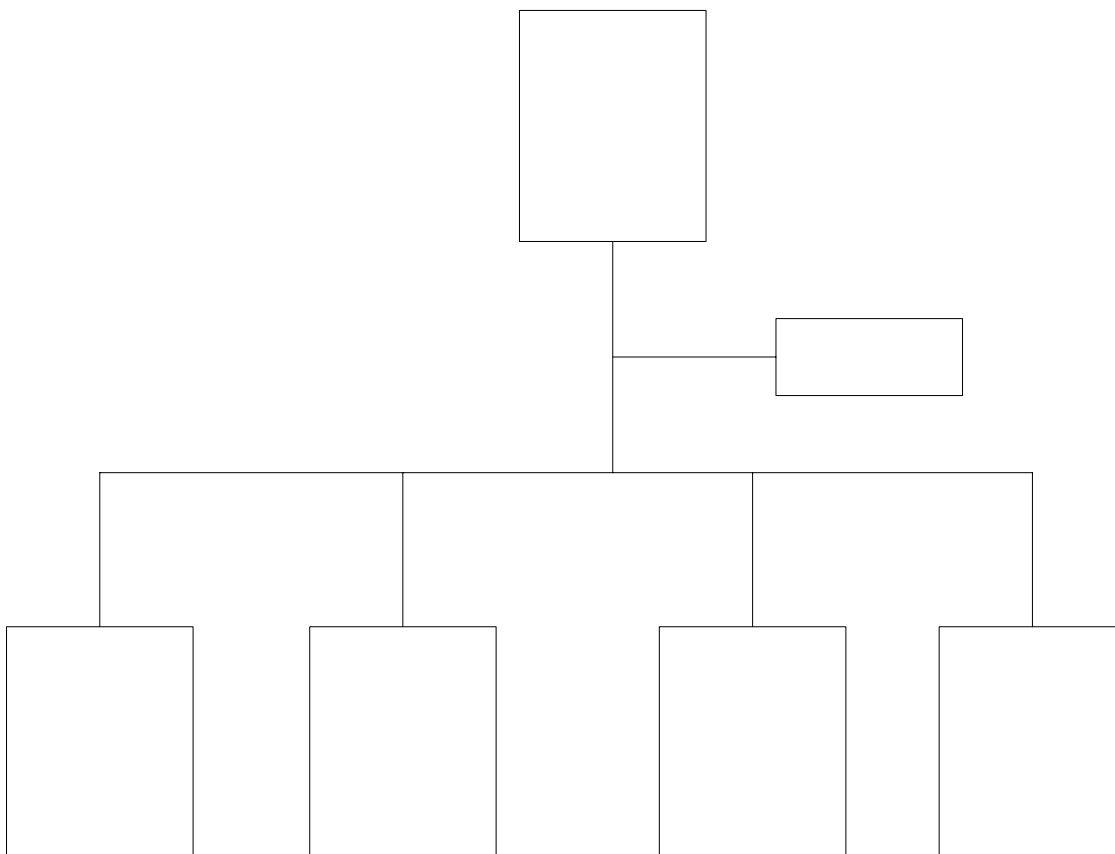


## GEI Board

\*Note: While GIFCI has a separate board, all GIFCI functions are performed by GICI staff.

For purposes of example, this chart shows the structure as it would exist with 2 schools. The CAO's time will be split between GEI and other GICI youth and education services until GEI reaches a stage where a full-time CAO is warranted.

## Indianapolis Met #2 Organizational Chart at Capacity



### **Roles and Responsibilities of School's Leaders**

#### **Board of Directors**

The Board will be the ultimate governing body for the school. It will concern itself more with long-term rather than short-term matters, matters of policy rather than operational concerns, and matters of paramount rather than ordinary importance. The Board's specific responsibilities will include:

- Monitoring the school's key performance indicators.
- Establishing policy
- Approving long-range plans
- Approving annual plans and budgets
- Approving any actions that would create or have the potential to create significant obligations for the school
- Ensuring financial solvency; identifying and assisting in raising adequate amounts of capital
- Interpreting the school to the community
- Assessing its own performance
- Taking other actions as necessary and ensuring that structures and mechanisms are in place to ensure that GEI will be in compliance with applicable laws, regulations, and contracts, including requirements of the school's charter and policies and practices required of Big Picture Schools®.

In addition, the GEI Board will be responsible for periodically (no less than annually) reviewing and evaluating the relationship between GEI and GICI to ensure that services provided the school by GICI are meeting quality expectations, providing good value for the school, and are enhancing GEI's objective of being a good steward of its resources.

#### **President/CEO**

The President/CEO will provide overall executive leadership for GEI. Specific responsibilities of the President/CEO will include the following:

- Providing staff support for the Board of Directors
- Articulating a vision for GEI and the school
- Leading strategic planning activities, including planning for physical plant and capital equipment for the school
- Monitoring the external environment to detect changes that might pose a threat or create an opportunity
- Hiring, developing, and assessing the performance of the CAO
- Setting high standards; measuring and monitoring key performance indicators
- Exemplifying the values of the school and ensuring that they are being upheld throughout GEI and the school
- Developing and maintaining relationships that are essential or that could be helpful to the school and/or its students
- Assisting in interpreting the school to the community
- Assisting in raising financial support for the school

#### **Chief Administrative Officer/CAO**

While much of the Chief Executive Officer's focus is external, the Chief Administrative Officer's focus is largely internal. The CAO's responsibilities will include:

- Assisting the School Director by arranging for or providing the non-academic supports needed for effective operation of the school. In essence, the CAO will strive to enable the School Director to focus his/her time and attention to the academic functions of the school and spend the maximum amount of his/her time with students, their parents, advisors and mentors.

- Chairing a team of GICI staff who will provide, arrange for, or coordinate the following services as needed by the school:
  - Accounting
  - Information Technology
  - Human Resources
  - Marketing and Public Relations
  - Fund Raising
  - Building Maintenance
  - Assistance in developing student internships
  - Other support services as may be needed by students or members of their families
- Serving as liaison with staff from Big Picture Company to arrange for supports, including professional development, provided to staff of the school by BPC.
- Coordinating the evening activities at the school that may include employment services for out of school youth, ABE/ESL instruction for community residents, and employment services for parents/family of students
- Reporting to the President/CEO any concerns regarding performance of staff of the school or of GICI that might adversely affect the school's effectiveness

#### School Director

The School Director will be the chief academic officer for the school. Specific responsibilities will include:

- Keeping the vision of a Big Picture school. Ensuring that all advisors, activities and students are focused around learning as it is embraced and taught with this model
- Leading a staff of 10 – 12 professionals, advisors and support staff, and a group of 120 students. As a leader, helping staff and students make decisions that support the learning environment of students
- Knowing all students and staff so everyone can work with students “one kid at a time”
- Spending most of the day with advisories, students (individually), advisors (individually), and students on internships
- Keeping in touch with parents and the community. Making sure all are invested in the school as it becomes a community resource

The Board, assisted by the staff of GICI and BPC, will develop a framework for decision-making that incorporates requirements of the school's charter, the policies and practices of Big Picture Schools®, and the values and basic principles of GICI. In its decision-making, the Board will endeavor to ensure that all aspects of the school, including structure, systems, policies and practices, and recognition and reward systems are effectively aligned to support the school's mission and objectives.

Board members will be encouraged to:

- Ask questions (including the hard questions) and make suggestions.
- Constructively critique and challenge others when appropriate.
- Be willing to support the majority in a spirit of cooperation.
- Make judgments based on what is best for the school as a whole.
- Understand the role of the Board as a policy making body and avoid becoming involved in administrative matters.
- Avoid actions and involvements that might prove to be embarrassing or otherwise harmful to the school. Understand and adhere to GEI's conflict of interest policy.
- Help interpret the school to the community, and vice versa.

The initial Board will be selected by leaders of the Board of GICI. A majority of the Board will be selected from among the 44 persons actively serving as Directors of GICI or the Goodwill Foundation. Additional persons will be sought who would add to the diversity of skills, experiences, and perspectives needed to help maximize the school's ability to accomplish its mission.

Following the formation of the initial Board, a Governance Committee will be established. Among the duties of Governance Committee will be to recommend candidates for Officers and Directors.

In the initial selection and in subsequent years, careful attention will be given to recruiting persons who, in addition to bringing needed skills, are likely to respect and be respected by others on the Board, who will exemplify the values of the school, who will have a strong interest in the education and development of young people, and who will agree with the philosophy and approaches of Big Picture Company.

GICI is fortunate to have a wealth of talented persons with considerable experience serving on effective boards of directors of various not-for-profit as well as for-profit entities. Any Director who lacks such experience will be provided with individually-tailored training in the basics of Governance. All Directors, however, will receive an extensive orientation that will include:

- Requirements of the school's charter and other applicable laws and regulations
- Philosophy and operation of Big Picture schools
- Relationship between GEI, the school, and GICI
- Specific responsibilities of the school's Board

Updates on all of the above will be provided on a formal basis as often as needed.

The Board will not be involved in the day-to-day operations of the school. However, it will monitor key performance indicators and will become involved in any matter that may pose a serious concern or threat to the school.

The annual budget will be developed by GEI's Chief Administrative Officer and the School Director, with assistance from GICI's President/CEO and Chief Financial Officer and other GICI staff as needed. The budget will be presented to the Board's Finance and Audit Committee for review and modification as the Committee deems necessary. The Finance and Audit Committee will then present the budget to the Board for adoption.

The Board of GEI will identify the capital and operating needs of the school that would require the raising of additional funds. GICI will lead fund raising efforts on behalf of the school. Depending on the nature and extent of the fund raising activity, various members of the Board of GICI, the Board of the Goodwill Foundation, GEI's Board, Goodwill's Development staff, and/or other Goodwill or GEI staff may be directly involved.

Articles of Incorporation and By-Laws may be found in Appendix J.

#### **D. Financial Management**

Financial management for the school will be overseen by the Board of Directors, and more specifically by the Finance and Audit Committee of the Board. Made up primarily of financial experts, the Finance and Audit Committee will review and approve the operating and capital budgets of the school and provide recommendations regarding the financial affairs of the school. Recommendations may include, but are not limited to, issues regarding books and records of the school, audits, insurance and risk management,

investments, fundraising and related endowments, trusts, financing, capital needs, and physical assets. The Finance and Audit Committee will meet at least once a year, or more frequently as needed, and will make recommendations and provide guidance to the full Board of Directors for its approval.

Day-to-day financial management services will be provided by Goodwill's accounting department. The accounting department is headed by the Vice President and Chief Financial Officer who is a licensed Certified Public Accountant in the State of Indiana. Goodwill is well-versed in the accurate and timely processing of publicly-funded grants and contracts, including all required fiscal responsibilities for said funds. Goodwill uses the *Microsoft Business Solutions Great Plains e-Enterprise* accounting suite for its accounting and budgeting activities. Goodwill intends to adapt the Great Plains system to the required chart of accounts and create a stand-alone entity within the system to handle all of the school's accounting needs, including but not limited to, budgeting, financial reporting, accounts payable, accounts receivable, payroll, benefits, cash management and fixed assets. Goodwill's accounting department will ensure compliance with all applicable regulations, reporting requirements and other standards necessary for school fiscal issues.

Goodwill currently undergoes an annual financial statement audit by an independent certified public accountant and intends to contract for an annual audit of the school corporation as well. The results of the audit and any supplemental information will be provided timely each year to the GEI Board of Directors and the Mayor's Office.

## **E. Budget**

### **Revenue Assumptions**

*Per pupil payments:* Based on the Indiana Department of Education's school formula estimates for Calendar Year 2003. We assume that approximately 80% of our students reside in Indianapolis Public Schools with the balance from other nearby districts. The blended average (conservative) for these students is \$6,500.

*State and Federal Discretionary grants* include Title I monies and a credit enhancement for Charter Schools. A Department of Education Federal Grant of \$150,000 per year is assumed for each of the first three years.

*Lunch Revenue:* This includes both State funds for students with free and reduced lunch classification and fees paid by families. We estimate this amount at \$2.50 per day for the 180-day school year.

*Private Funds:* This amount represents a grant from the Goodwill Industries Foundation of Central Indiana, Inc. Other contributions will be pursued but are not assumed.

*Other Revenue:* This represents in-kind rent and support services from Goodwill Industries of Central Indiana, Inc:

Rent: \$90,000 (first year only)

Custodial/Maintenance: (2 hours per day, \$11 per hour by 200 days)

Marketing costs: Estimated to be \$10,000 the first year and \$5,000 per year ongoing.

Accounting costs: (\$65 per hour, 8 hours per week, 50 weeks)

IT services (\$65 per hour, 8 hours per week, 40 weeks)

## Expense Assumptions

*Human Resources:* Includes 30% for benefits and payroll taxes. The Big Picture Company pays half of the salary for the School Director for the first year.

*Professional Development:* Includes Big Picture Company training and conference in Providence, RI as well as local conferences and trainings.

*Facility:* Rent is an in-kind contribution from Goodwill Industries of Central Indiana, Inc. in year one. In years 2-5, rent is calculated to offset depreciation on the cost of the existing and renovated facility at Goodwill.

*Utilities:* The projected utility load of the facility is based on experience over a five-year period and reflects approximately 1% inflation.

*Maintenance:* These are projected hard costs. Labor is an in-kind contribution from Goodwill.

*Materials, supplies and equipment:*

Textbooks and other instructional supplies: \$200 per student per year.

Assessments: Cost of administering standardized tests, calculated at \$75 per student.

Instructional Equipment: Assumes the use of existing Goodwill computers and smart boards and purchase of additional equipment.

Classroom Technology: Computers 1 per two students.

Office Technology: Wiring and cabling of school plus replacement of existing equipment.

Instructional Software: Most software available from Big Picture Company Online.

Library: For book acquisitions and periodical subscriptions.

Office and Classroom Furniture: Reflects use of existing equipment and replacement of 20% per year at \$100 per student.

Other Equipment: Replace existing equipment as necessary.

Copying and Reproduction: \$25/student/year plus \$500/month copier lease.

Postage and shipping: \$50/student/year.

Telephone/Fax/LD/Internet: Purchase of telephone handsets. Charges covered by existing Goodwill infrastructure.

## Additional Costs

*Contracted Services:* This includes training and architectural assistance from the Big Picture Company.

*Business Services:* These will be provided in-kind from Goodwill Industries of Central Indiana, Inc.

*Insurance:* Includes all required coverage. This is an estimate from Gregory and Appel.

*Marketing/Development:* These will be provided in-kind from Goodwill.

*Legal:* This includes set-up of Not-for-Profit corporation and other legal work.

*Accounting and Audit:* This assumes that the audit will be conducted in conjunction with the audit of Goodwill Industries of Central Indiana.

*Transportation:* \$300/student/year.

*Field Trips/student activities:* \$120/student per year per Big Picture Company.

*Food Service:* \$2.50 per student per day as estimated by Crystal Catering.

*Other:* \$5,000 for miscellaneous expenditures.

**Note on Fundraising:** We expect to receive some funding from the Bill and Melinda Gates Foundation for the start-up of Big Picture Schools. Furthermore, we will conduct significant private fundraising activities to ensure a balanced budget. However, because we have not received a charter or these grants,

we have not assumed them in our budget numbers. We do expect to develop additional economies as we gain experience in the operation of a Big Picture School®.

The five-year operating budget and cash flow analysis are available in Appendix O.

#### **F. Facility**

The Indianapolis Metropolitan Career Academy #2 will co-locate and lease approximately 14,000 square feet of classroom and office space from Goodwill Industries of Central Indiana, Inc during the first year of operation with the Indianapolis MET #1. The space is within an educational wing attached to Goodwill's principal location at 1635 West Michigan St., Indianapolis, IN.

The upper floor of the educational wing is easily accessed via two elevators and two stairwells. In addition to hallways and restrooms, it currently has four classrooms ranging in size from 25' X 37' to 38' X 37'. The entire area has been completely remodeled and meets all ADA standards.

The lower level currently houses Goodwill's maintenance shop and four administrative offices. It is the intent of Goodwill to remodel that level to provide for additional classroom and administrative offices. The maintenance shop and current office staff will be relocated elsewhere within the Goodwill facility.

Another benefit to locating the school at the Goodwill headquarters is its proximity to a number of services which may be utilized by the students and their families. We are approximately one mile from National Institute for Fitness and Sport, so students will have access to the facilities there for recreation and for physical education. We are half a mile from the new Haughville Branch of the Indianapolis Marion County Public Library. Several community centers are in close proximity, and Goodwill is one and one-half miles from the center of downtown, providing access to a number of businesses for internships. We are also less than a mile from IUPUI, making it convenient for students to take college classes.

During the first year of operation, the development staff at Goodwill Industries of Central Indiana, Inc. will be working to raise the capital needed to move the Indianapolis MET #2 to new location. It is expected that the location will be on the near Westside in close proximity to the Indianapolis MET #1. That move will take place in the summer of 2005. The 10<sup>th</sup> grade class identified for Indianapolis MET #2 will move and the new 9<sup>th</sup> grade class will begin their Indianapolis MET experience at the new school location. Once that occurs then the Indianapolis MET #1 will be the only school housed at the 1635 W. Michigan Street location.

All school locations will be fully wired for data and voice communications. Computers will be provided at a ratio of one per two students.

Attached are photos of the current educational unit at 1635 W. Michigan Street.(Appendix L)  
GEI will be working with an architect to develop the plans for the renovation of 1635 W. Michigan Street as well as develop the building plans for the Indianapolis MET #2.

Attached are photos of the current educational unit and floor plan (Appendix L)

#### **G. Transportation**

Although transportation is not funded in the charter legislation, GEI is committed to ensuring that the Indianapolis MET is accessible to students and families who wish to utilize this educational option. Our transportation plan will include the following components:



- 1) The school will be located in a well-populated area within walking distance of the families of some potential students.
- 2) Parents will be encouraged to bring students to school and to car pool. There will be ample opportunity through many school activities for parents to meet each other and be able to organize car pools. Since the students will spend all four years of high school in a small Advisory, they and their parents should know each other well and be willing to assist with transportation, if needed.
- 3) The school will be located on a bus line. For those students who may use the IndyGo system and not be able to afford bus passes, funds will be sought to provide bus passes. Advisors and the LTI Coordinator will work with students to help them learn the bus system and feel comfortable riding the bus. All of the Indianapolis MET students will be participating in internships in the community as part of their Learning Plan. They will need to learn how to navigate in the community and take responsibility to get to internships as scheduled. For this reason, all students will be taught how to use the IndyGo system.
- 4) Once students have a valid driver's license and have written permission from their parents to drive to school, they will be allowed to drive to school and to internship sites in the community.
- 5) If no other options are viable, then the Indianapolis MET will contract with a licensed transportation provider to bring students to school and return them home. This option is a last choice to provide access to students attending school since they need to be able to be mobile to attend community-based internships as part of their Learning Plans.

Any separate requests for funds for special programs or events will include a request to cover transportation expenses to support that activity.

## **H. Risk Management**

GEI understands the importance of creating and sustaining a safe and comfortable school, and as such, will obtain the necessary insurance coverage needed to protect the students, faculty, parents and guests, as well as the facilities and equipment within the school. Goodwill Industries of Central Indiana, Inc. (Goodwill) currently places its package insurance policy (property, casualty, automobile, liability, employment practices, umbrella and business interruption) with St. Paul Fire and Marine, a large national AM Best "A" rated insurer. Workers compensation coverage is provided through Liberty Mutual Insurance, the largest workers compensation carrier in the nation, also "A" rated by AM Best. Directors and Officers coverage is placed with Executive Risk Indemnity, a leading provider of D&O coverage for the not-for-profit industry. Quotes are currently being generated to provide the levels of insurance recommended in the Mayor's Charter School Application Packet. We anticipate that the total annual cost of insurance will approximate \$35,000 in the first year of the school's operations, and increase with inflation and enrollment over time. Goodwill contracts with Gregory & Appel, a leading Indianapolis insurance agency, to act as agent for its insurance coverages. Currently Gregory & Appel is seeking quotes for the following specific insurance coverages:

- Comprehensive General Liability - \$1,000,000 per occurrence;

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- \$2,000,000 aggregate (Comprehensive General Liability insurance covers Corporal Punishment Liability and Athletic Participation Medical Coverage.)
- Directors' and Officers' Liability/ \$5,000,000 per occurrence; Educators' Legal Liability/ \$5,000,000 aggregate Employment Practices Liability Umbrella (Excess Liability) \$9,000,000 per occurrence; \$9,000,000 aggregate
- Automobile Liability \$1,000,000 combined single limit
- Sexual Abuse Liability \$1,000,000
- The required Workers Compensation Insurance with an A-Best rating

GEI will indemnify the City of Indianapolis, the Indianapolis Charter Schools Board, related entities and their respective officers, employees and agents per the standards set forth in the charter school application packet.

Furthermore, Goodwill Industries has a very active and effective corporate safety program that requires the ongoing, regular participation of all Goodwill operating divisions. The corporate safety committee is co-chaired by two Goodwill vice-presidents. Monthly meetings include the presence and active participation of representatives from St. Paul, Liberty Mutual and Gregory & Appel. Goodwill's safety program has been in place for several years and has successfully reduced the number of claims involving employees, customers, clients and guests, as well as the related dollar value of those claims each year since the program's inception. This commitment to safety and risk management will be adapted appropriately to the school to ensure the highest possible level of security for the students, staff and others.

Availability of Coverage Letter from Gregory and Appel is Appendix M.

## I. Timeline

<b><u>PHASE 1: GETTING STARTED</u></b>	<b>RESPONSIBLE PARTIES</b>	<b>TIMELINE</b>
Hire School Directors	BP & GEI	Fall 03
Develop recruitment, marketing and outreach plan for new students.	M	Jan-Mar 04
Identify community liaisons	M & D	Jan-Mar 04
Write and design initial information materials (brochures, general info sheet, Q&A Sheets, etc	M & D	Jan-Mar 04
Print and distribute information/brochures	M & D	Jan-Mar 04
Design and print other marketing materials	M & D	Jan-Mar 04
Organize community presentations	M & D	Jan-Mar 04
Customize language-appropriate student applications	P and M	Jan-Mar 04
Organize recruitment campaign, make phone calls	P and M	Jan-Mar 04
Answer parent phone calls, run open houses	P	Apr-Jul 04
Sign up Sheets for Parents/Students	P	Apr-Jul 04
Register students, interview parents	P	Apr-Jul 04
<b><u>INSTRUCTION &amp; ASSESSMENT</u></b>		
Plan for classroom/learning environment configuration	P & F	Jan-Mar 04
Complete plan for Big Picture curriculum	P and BP	Apr-June 04
Arrange for twice-yearly standardized testing	P	Apr-June 04
<b><u>FINANCIAL PLANNING</u></b>		
Establish Chart of Accounts	A	Jan 04
Modify five-year planning budget and business plan based on any new information from the State	A	Jan-Mar 04

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Identify and implement accounting, purchasing, payroll and state reporting systems	A	Jan-Mar 04
Plan for capital fund raising/develop case statement	M and P	Jan-Mar 04
Research grant opportunities for capital funds	M	Jan-Mar 04
Refine and Implement fundraising plans	M and P	Jan-Mar 04
Prepare and submit application for federal start-up funds	D	Jan 04
Prepare and submit grant applications as needed	D	Jan ongoing
<b>Phase II: PREPARATION FOR OPENING</b>		
<b>ORGANIZATIONAL</b>		
Develop immunization policy	P and CAO	Jan-Jun 04
Develop medication, nursing, and first aid policy	P and CAO	Jan-Jun 04
Develop transportation policy	P and CAO	Jan-Jun 04
Develop fair enrollment policy	P and CAO	Jan-Jun 04
Develop sexual, religious, and racial harassment and violence policies	P and CAO	Jan-Jun 04
Obtain Fair Pupil Dismissal Act	P and CAO	Jan-Jun 04
Obtain the Mandatory Report of Abuse or Neglect	P and CAO	Jan-Jun 04
Obtain the ADA facility checklist	P and CAO	Jan-Jun 04
Revise and expand comprehensive school accountability plan, if necessary	P and CAO	Jan-Jun 04
Develop Emergency Plan	P and CAO	Aug 04
Develop Weather Notification Plan	P and CAO	Aug 04
<b>INSTRUCTION AND ASSESMENT</b>		
Review and amend instructional program plan	P	Jul 04
Review and amend curriculum/projects/units	P	Jul 04
Identify and secure all instructional materials and technology using a tracking system, and dually integrate with Big Picture	Tech Consultant	Apr-Jul 04
Review and amend assessment plan	P	Jul 04
Develop internship marketing plan	M, LTI Coordinator	Apr-Jul 04
<b>PLANNING FOR SPECIAL EDUCATION NEEDS</b>		
Identify students whose applications indicated IEP's	P and GEI	Apr-Aug 04
Review and assess need for IEP's	P and GEI	Apr-Aug 04
Confer with parents regarding special education needs during registration period.	P and GEI	Apr-Aug 04
Devise plans for serving special education students	P and GEI	Apr-Aug 04
Coordinate schedule for special education students	P and GEI	Apr-Aug 04
Work with parents to develop or revise IEP's as needed.	P and GEI	Apr-Aug 04
Convey special education plans to special education teachers and other regular education teachers/advisors	P and GEI	Apr-Aug 04
Undertake complete ESL assessment	P and GEI	Apr-Aug 04
Establish framework for assignment for specific ESL programming	P and GEI	Apr-Aug 04
<b>FACILITIES</b>		
Secure initial architectural planning and advice	F	Jan 04
Request Bids for construction/remodeling of Michigan Street Facility	F	Jan 04
Continue with capital campaign to remodel facility	M & D	Ongoing
Organize remodeling, repairs and construction	F	Apr-Aug 04
Remodel present site before August 2004	F	Apr-Aug 04
Put out bids for general construction contractor, if necessary	F	Apr-Aug 04
Monitor construction progress	F	Apr-Aug 04

Indianapolis Metropolitan Career Academy  
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Purchase and install new furnishings for school	F	Apr-Aug 04
Arrange classrooms/instructional & work environments	F	Apr-Aug 04
Secure all inspections for fire, safety and other codes	F	Apr-Aug 04
<b><u>STAFFING</u></b>		
Finalize job descriptions for Advisors and other school staff.	P, EOD, CAO, BP	Jan 04
Plan recruitment strategy	P, EOD, CAO	Feb-Mar 04
Develop new staff selection process	P, EOD, CAO	Feb-Mar 04
Draft, approve and run ad	P, EOD, CAO	Apr-May 04
Contact Universities/Colleges and other networks	P, EOD, CAO	Apr-May 04
Receive, organize, and review letters of interest/resumes	P, EOD, CAO	Apr-May 04
Interview and background reference checks	P, EOD, CAO	May-Jul 04
Finalize selections, criminal background check finger printing (including all staff and regular volunteers)	P, EOD, CAO	May-Jul 04
Provide orientation for new faculty and staff	P, EOD, CAO	May-Jul 04
Advise staff on legal and regulatory compliance	P, EOD, CAO	May-Jul 04
National training retreat – Providence, RI	P, EOD, CAO	Jul 04
Establish Year 1 staff development plan including para-professionals	P, CAO, BP	Jul-Aug 04
Implement immediate staff development ideas	P, CAO, BP	Aug 04
<b><u>STUDENTS AND PARENTS</u></b>		
Accept and review applications	P and Advisors	Apr-Aug 04
Monitor diversity and outreach	P	Apr 04
Conduct enrollment lottery if applications exceed space at 9th grade level	P, CAO and CEO	June 04
Conduct registration and assessment	P and staff	Jul-Aug 04
Publish public notice of special education services	P	Apr 04
Send updates to parents and prospective students on a monthly basis	P	Apr-Aug 04
Conduct Family/Student Orientation	P and staff	Jul-Aug 04
Plan and implement Open House	P and staff	Jul-Aug 04
Orientation packets to all parents and students	P and staff	Jul-Aug 04
Plan and implement Grand Opening	P, Staff and M	Jul-Aug 04
Divide students into Advisor groups	P and Staff	Jul-Aug 04
Fully implement student tracking system	IT, QA, P/ Staff	Jul-Aug 04
<b><u>FINANCE AND OPERATIONS</u></b>		
Review current budget development and oversight policies	Accounting, CAO and School Directors	Apr-Jun 04
Full implementation of accounting system	Accounting, CAO and School Directors	Apr-Jun 04
Oversight and decision-making of accounting system	Accounting, CAO, School Directors	Apr-Jun 04

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Review internal controls and fiscal policies	Accounting, CAO and School Directors	Apr-Jun 04
Research and recommend auditing options	Accounting, CAO and School Directors	Apr-Jun 04
Establish and maintain fiscal linkages with state	CFO	Jul-Sept 04
Develop long-term fiscal plans		Jul-Aug 04
<b><u>SCHOOL OPENING</u></b>		
School Begins Operations	CAO, P, Advisors	Aug 04
Date of School Opening	CAO, P, Advisors	8/23/2004

**Charter School Key**

A = Accounting Department (Goodwill)  
 BP = Big Picture Organization  
 BSU = Ball State University Consortium  
 CAO = Chief Operating Officer  
 D = Michigan Street Development Team  
 EOD = Employee Organization Development (Goodwill)  
 F = Facilities Management  
 IT = Information Technology Dept (Goodwill)  
 M = Marketing Department (Goodwill)  
 P = School Director  
 QA = Quality Assurance Staff (Goodwill QA and Continuous Improvement Staff)  
 GEI = Goodwill Education Initiatives  
 SEI = Special Education Instructor  
 CFO = Chief Financial Officer

## V. Summary of Strengths

The Indianapolis Metropolitan Career Academy combines the long record of success of Goodwill Industries of Central Indiana with the innovative educational approaches of the Big Picture Company to create a small-school experience that links academic rigor with “real world” experiences.

- Goodwill has extensive experience providing training and employment-related services to a wide variety of individuals. Goodwill also has many relationships with entities in all three sectors (public, for-profit and not-for-profit). This expertise and these relationships will assist the Indianapolis MET in a number of ways, including internship placements and services for families of students.
- The school will be located in a newly-remodeled wing of Goodwill’s headquarters at 1635 W. Michigan Street and will be located in an area of the city that is not currently served by any other charter high school options.
- The Indianapolis MET can utilize the expertise of Goodwill employees and Board for student and family employment needs as well as the partners in the WorkOne Center to address other barriers to education and employment.
- The Indianapolis MET will benefit from support services available through Goodwill’s extensive infrastructure. These services will be provided in-kind or at a rate lower than could be contracted elsewhere.
- Goodwill Education Initiatives has identified strong and experienced leadership for the Indianapolis Metropolitan Career Academy.
- The project can capitalize on Goodwill’s experiences and contacts in the youth-serving community and our recent experiences with alternative education programs.
- The Indianapolis MET will be located in close proximity to recreational facilities, higher education facilities, and cultural opportunities.
- The Big Picture Company model, on which GEI is basing the Indianapolis MET, is a proven success in various locations throughout the country in helping at-risk students connect to school, learn to think for themselves and successfully complete high school and enroll in college.
- Goodwill Industries has financial strength and a solid reputation in the community.
- Big Picture Company offers an exceptionally well-documented, nationally recognized approach that has proven very effective with students who are at high risk of dropping out, as well as others. Students in Big Picture Schools® have an exceptionally high graduation rate and participation rate in post-secondary education.
- Big Picture’s model has evolved from several decades of research and experience. With their continuous improvement culture, they continue to refine and improve their model.
- The Bill and Melinda Gates Foundation has funded the Big Picture Company to replicate its model across the country. In part, this assistance includes support for a year-long training program for persons hired to become Principals of Big Picture Schools®.
- The Big Picture Company, a not-for-profit corporation, fits well with Goodwill’s criteria for potential partners. Goodwill and Big Picture Company have a common goal, compatible values, complementary resources, and they trust each other.
- Big Picture Company’s approach is to connect students to the real world and to educate one student at a time. Their emphasis on individual learning plans is very similar to Goodwill’s very individualized approach to the people they assist in most of their vocational programs.
- Big Picture’s approach engages the entire family. This, too, is consistent with Goodwill’s desire to take a “whole family” approach to providing opportunities for people.

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- Big Picture Company will provide ongoing professional development as well as startup assistance, and they have built depth to enable them to sustain their efforts and support the schools they help establish.
- Big Picture Company is developing a network of colleges and universities that have accepted graduates of Big Picture Schools® around the country. Goodwill could help add to that network, and the students in Indianapolis could take advantage of it.
- Big Picture's approach includes learning goals that cover five areas of reasoning or community behavior: empirical reasoning, quantitative reasoning, communication, social reasoning and personal qualities. Using these goals as the foundation, students combine school-based learning with real-world internships that involve authentic projects meaningful for the student and the community. Goodwill is in an exceptionally good position to provide numerous internship opportunities within its own operations and to help students connect to other organizations with which Goodwill already has relationships.
- Nearly all of the students in Big Picture Schools® take some college-level courses while they are still in high school. Goodwill's relationships will be helpful in developing such opportunities with area higher education institutions such as IUPUI, Ivy Tech, University of Indianapolis, Butler, Marian College and Martin University.
- Each student has an adult mentor. Goodwill could provide many willing mentors from its own staff and help find many others.